DOCUMENT RESUME

ED 342 454 JC 920 138

AUTHOR Burns, Charles A., Ed.; And Others
TITLE Colleague: An Annual Collection of Articles on Academic and Administrative Issues Facing Community Colleges of the State University of New York.
INSTITUTION State Univ. of New York, Albany.
PUB DATE 92
NOTE 74p.
PUB TYPE Collected Works - General (020)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Advising; *College Instruction; College Libraries; Community Colleges; Developmental Studies Programs; English (Second Language); Experiential Learning; *Instructional Innovation; Library Services; Remedial Instruction; *School Business Relationship; Student Evaluation; Student Participation; Student Recruitment; Teacher Characteristics; *Teaching Methods; Two Year Colleges; Writing Instruction; Writing Skills

ABSTRACT

This journal presents a cross-section of current ideas on how to teach and advise community college students and promote positive social interactions with the local community. The issue contains: (1) "Characteristics of an Excellent Teacher," by Cherie Corr, Joan Shack, and Anthony Walsh; (2) "Information Literacy: Progress and Prospects in the Community College Library," by Rosanne Kalick and Joseph Hankin; (3) "Serving the Community and Local Industry: Factory-Based ESL (English as a Second Language) Instruction," by Stephen M. Drinane; (4) "Assessing Student Development in a Community College Setting," by Howard Himelstein and Carol Stevens; (5) "Academic Advising Can Have a Positive Impact on Student Enrollment: The Results of an Integrated Admissions and Counseling Process on Student Enrollment," by Alan Seidman; (6) "Research Papers in History, Government and Economics at Dutchess Community College," by Christopher A. Robbins; (7) "A Rationale for Granting Academic Credit for College Success Courses," by Douglas A. Kenny; (8) "Educating for Peace: An Empowerment Approach," by Peter Sanzen; and (9) "Experiential Learning through Community Service: The Student Literacy Corps," by Richard Courage. (JSP)

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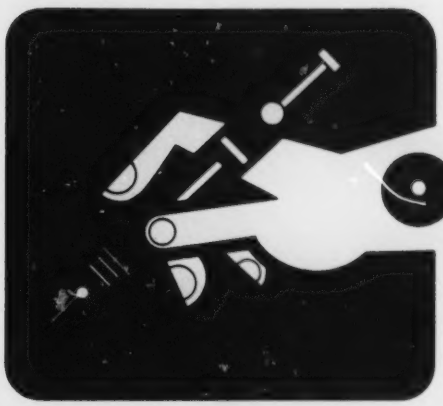

COLLEAGUE

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COLLEAGUE

An annual collection of articles on academic and administrative issues facing community colleges of the State University of New York

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FOREWORD

When one thinks of community college faculty and staff, the terms "student-centered", "quality teaching" and "innovative services" come to mind, with less awareness of the "researcher" or "scholar" roles. These perceptions, although accurate, are unfortunate for they do not tell the whole story.

Some of the most innovative thinking in higher education emerges from our community colleges. Although most of these professionals are not scholars/researchers in the traditional sense, producing lengthy scientific, historical or literary treateses, their ideas on how to teach and advise citizens and how to aid in the development and maintenance of desirable social conditions in a locality are among our most valued educational and community resources.

Colleague, 1992 presents a wonderful cross-section of current community college thinking--from student development to excellence in teaching; from ESL in the workplace to the future of libraries; from writing instruction to criminal justice. We can be very proud of the work done by our authors and appreciate their sharing these ideas with us all.

I am grateful the SUNY Faculty Council for Community Colleges and the Association of Presidents of Community Colleges, which, in conjunction with SUNY Central Administration's Office of Community Colleges, provide the leadership and resources to make Colleague such a valuable means of communication for all interested in creative ideas in higher education.

D. Bruce Johnstone
Chancellor

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CHARACTERISTICS OF AN EXCELLENT TEACHER

by
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Introduction

In the Fall of 1990, with funds provided by the SUNY Capital District Consortium, a survey addressing the "Characteristics of an Excellent Teacher" was designed and administered to two-year college faculty and students in the region as the first step in a larger project. The immediate objective was to more clearly identify and define the characteristics of an excellent teacher. The longer-range objectives were to use the findings to develop a self-evaluation form for faculty and to design a workshop where participants would actually use the form to gain insight into their own performances. This insight would provide a starting point for continued professional growth and development.

Method

The survey instrument was a two-part questionnaire composed of thirty-four items in Part I, with an open-ended Part II. This was distributed to both faculty and students at six area two-year colleges. The faculty were selected on a volunteer basis while the student respondents were members of their classes.

Part I items were organized under the headings: "Knowledge of the Subject," "Methodology," and "Humanism." Each of these sections began with the same statement: "How important is it that an excellent teacher...." Immediately below this was a series of relevant statements to be individually evaluated. Respondents were asked to rate each statement on a scale from 0 (undecided/irrelevant) to 9 (most important) and to use 9 with discretion.

In Part II respondents were asked to list three of the most important characteristics of an excellent teacher, whether or not they were included in Part I. They were further invited to clarify and expand upon their choices, which were later organized under the same headings as in Part I.

A computer program was written to rank the thirty-four items using the arithmetic average of the responses. The program was also used to aggregate different subgroups based on the demographic profile of the respondents.

Respondents

The respondents were drawn from both faculty and students of Adirondack, Columbia-Greene, Fulton-Montgomery, Hudson Valley, and Schenectady County Community Colleges and the College of Agriculture and Technology at Cobleskill. Approximately four hundred teaching faculty and eight hundred students completed the questionnaire. Of the faculty, fifty-seven identified themselves as having received awards for their teaching. Below in tabular form is the general demographic profile of the respondents:

Faculty		Students	
Status		Status	
Full-time	79%	Full-time	82%
Part-time	21%	Part-time	18%
Curriculum		Curriculum	
Developmental	10%	Developmental	6%
College	90%	College	94%
Experience		Age	
Under 5 years	15%	Under 17 years	1%
5-15 years	36%	17-24 years	79%
Over 15 years	49%	Over 24 years	20%

Discussion

The responses to the thirty-four items in Part I were categorized into thirty different subgroups based on the above-listed demographic profiles. Faculty subgroups were based on full- versus part-time status, number of years of teaching experience, curriculum, and teaching awards received. Student subgroups were based on full- versus part-time status, age, and curriculum.

The responses to the questionnaire were rank ordered, and the top six characteristics identified by the students and top six by the faculty were determined. Five characteristics were found to be common to both of them, namely:

Is knowledgeable in subject area
Shows enthusiasm for teaching
Presents material in a clear, organized manner
Is approachable, open and responsive to students
Is honest, consistent, and fair with students.

These were also found in the top ten in all thirty different subgroups. Some interesting and yet understandable variations in the top six chosen in particular subgroups were:

1) Faculty awarded for excellence in teaching included "Is self-confident" in the top six.

2) Faculty with less than five years experience included "Clearly defines what is expected of students" in their top six.

3) Students in developmental curriculum included "Motivates students to learn." This group views motivation as more a faculty responsibility.

4) The item rated most radically different by faculty and students was "Sets high standards for student performance." This is obviously more of a faculty concern.

5) For faculty, the top six characteristics were evenly distributed among the three areas--knowledge, methodology, and humanism. For students, three of the top six were from the humanism area.

These findings are consistent with the article, "Faculty and student, different ideas about good teaching" (Teacher Professor, April 1990), by Kenneth Feldman which states "evidence shows faculty members not to be much different from students in their views on good teaching." In fact, three characteristics of the excellent teachers agreed upon by both groups, according to Feldman, were that the teacher should be (a) prepared and organized, (b) clear and understandable, and (c) sensitive to class level and progress. Interestingly enough, when the written responses of faculty and students from the survey were categorized, these same characteristics were in the top three in both groups.

Further analysis of the comments on Part II of the survey revealed that faculty were at different points professionally when the responses were stratified by years of experience. Experienced faculty tended to be philosophic. Others were more concerned with methodology, focusing on the dynamics of teaching. This insight was invaluable in developing the self-evaluation form.

Self-Evaluation Form

The self-evaluation form which was developed consists of four parts to be used as indicated below:

Part I Faculty take the actual survey and compare their

responses with the region-wide average response for each item. At this point, students' comments from Part II of the survey are included to aid in further clarification.

Part II Faculty respond to the checklist provided, indicating their participation in, use of, attitude toward, etc. various types of activities found to be correlated with the top five characteristics of an excellent teacher as identified by both faculty and students on the survey.

Part III Faculty are asked to form their own philosophy or position on teaching, examples of which are given to serve as guidelines. These examples are taken verbatim from the faculty comments on the second part of the survey.

Part IV Faculty are given excerpts from readings on educational issues in order to encourage research and to suggest resources. They are also asked to list the resources (colleagues, services, etc.) on their campuses to which they have easy access and those areas in which they may serve as a resource for others.

Self-Evaluation Form

The following excerpts were taken directly off the self-evaluation form from Parts I, II & III just described above. They give a better sense of the format and content of the form.

Part I: Under "Narrative results of student surveys," the following images and metaphors were used by the students to describe ineffective, effective and enhanced classes respectively:

Teacher is a preacher; student is a number; students feel like bumps on a log; talking like an auctioneer; robot-like teacher; a Hitler	On the same wavelength as student; down to earth, reasonable person; takes students seriously, doesn't treat them like children	Breaks down walls between teachers and students; teacher should be a "student's" teacher.

Part II: The following are typical questions on instructional activities and attitudes taken from the checklist. Check as many items as apply.

What do your tests do for your students?

/_/ students learn by preparing for my tests

/_/ students learn just to survive my tests

/_/ tests demonstrate how little the students really know

/_/ helps students gain confidence in their mastery of subject

/_/ reasonably challenges them

Your tests award

/_/ original thinker

/_/ prodigious memorizers

/_/ one style of learner

/_/ breadth and depth of knowledge

Are you satisfied with your answers to the above two questions?

Part III: The following are two examples of philosophy or position statements on teaching taken from the faculty comments on the survey.

1) Apply the "Golden Rule" to all aspects of the student-teacher relationship.

2) Teaching people first and subject content second. Teach students not just the discipline. . . .

In conclusion, this instrument differs from other evaluation instruments in the following ways:

1) It was developed around the results of the survey so it is based on a broad and timely consensus of both faculty and students.

2) It was written by faculty for faculty. Too few faculty have significant input into their evaluation process. Most evalua tions are simply handed down by college administrators.

3) It does not address issues of community services, committee work, awards, etc. Though all are worthwhile, these issues were not germane. The art of teaching itself, the front-line work, was the focus.

4) It was constructed solely for the purpose of self-evaluation and not for administration use in promotion, determining merit raises, awards, etc. It was designed to begin and end with faculty.

5) It attempts to individualize the evaluation process. Parts I, II, and III would probably be of more use to new faculty; whereas Parts I, III, and IV would likely be chosen by more experienced faculty (being more subjective). A faculty member may choose to do all four sections.

Summary

The above finds were presented in a discussion format at the NYSMATYC annual conference on May 1991 in Buffalo. The participants at the conference, who were drawn from community colleges across the state, responded very favorably to both the findings and the self-evaluation form. Indeed, many expressed their intention to introduce it at their respective institutions.

The self-evaluation form is viewed as only the beginning, in that faculty members are responsible for determining their own levels of participation in follow-up activities and research. Also, the suggestions and resources included in the form are meant to be instructive and not exhaustive.

In addition to the highly-individualized application of the form, there are numerous other ways in which it may be used, such as faculty workshops, peer evaluations, mentor programs, and by centers for effective teaching. In the final analysis, the form will be successful to the extent it provokes creative thought and clarifies or expands one's own view of excellent teaching.

Copies of the self-evaluation form are available by writing to:

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INFORMATION LITERACY: PROGRESS AND PROSPECTS IN THE COMMUNITY COLLEGE LIBRARY

by
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College Library

The Chinese symbol for crisis is a combination of their symbols for danger and opportunity. Certainly our community colleges are entering a period of danger and opportunity. Today, 30% of all ninth graders never finish high school. The percentage is even worse for Black and Hispanic teenagers with the dropout rate in large cities for these groups between 50 and 60%. (Bell 1) John F. Akers, Chairman of the Board of IBM, says that the underpreparedness of the American work force "is the greatest holocaust." (Cross 9) In terms of the changing nature of our population, Augusta Souza Kappner, President of the Borough of Manhattan Community College, points out that in 10 years minorities will be more than 25% of the United States population, and in the 21st century Whites will become the minority population; by 2000, 80% of new entrants into the work force will be women, immigrants or minorities. In California, by the end of this century, English will be second language for the majority of its population. (17) In terms of age projections, many baby boomers will be in their fifties by the year 2000. (Parnell 199) Thus, our country and our community colleges are facing immense challenges from students diverse in culture, educational background, and age.

One motif in this new spectrum of students is a discordant one; community college students are increasingly underprepared to function on a college level. The situation is so prevalent that in March 1990 the Board of Directors of the League of Innovation in the Community College met in a colloquium on "The Under Prepared Student." They too report the dramatic demographic changes appearing in the work force. Today 47% of the work force consists of native-born white males; by the year 2000, 40% of those entering the work force will be minorities and immigrants. While 80% of all new jobs created in the 1990s will require some form of postsecondary education, clearly many of those who are now entering the work force or who will seek employment are lacking in basic skills, including "critical information processing skills." (League)

In 1988, the AACJC set as its major theme "building communities." Our challenge then is to educate in a climate of community, but that education, as Nancy Armes and Kay McClenney tell us, must be done through "integration-coherence, connectedness, and continuity in what is taught and what is learned". (19) How can this be accomplished by a community college faced with these dramatic changes in its consistency as well as with severe, if not devastating, fiscal woes? Clearly, a synergy must be created with all areas of the college involved. Fragmented learning is ineffective learning. Goldstein and Gilliam reported that "reading, writing, and arithmetic are best learned by having the practice material coordinated with relevant information from the job field." Even Domino's Pizza is teaching the reading and math skills relevant for preparing dough at the same time the students are being taught to prepare the dough itself. (138)

One effective tool for active learning, the library or learning resource center, is often the last, not the first, to be utilized; yet it must be considered a linchpin as we try to become more-effective educators. Often the most important element in the teaching/learning process outside the classroom, the library is still considered by many to be a place where materials are stored rather than a learning place. Indeed, libraries are too often judged not by their activities and use, but by the size of their collection. If academic synergy is to occur, a synergy where teaching faculty, librarians, and students learn and work together, then colleges can no longer just pay lip service to the important of the library as the "heart" or the "center" of the college. If there is to be any integrated approach to teaching and learning, it must include the library, and it most definitely must deal with the issue of Information Literacy as a critical component in the education matrix.

A New York Times columnist said that "Information, rather than oil or steel is likely to become the most precious commercial resource, and the company that can gather, evaluate, and synthesize information ahead of its rivals will have a competitive advantage. Technology will also enable workers to collaborate on projects regardless of their physical locations, so the ability to exchange information on data networks is crucial. Libraries have addressed these issues for years." (Lewis 8)

We can extrapolate and apply this concept of information as a resource to the college itself, its faculty, and students. In essence, it is the definition of information literacy. The goal of information literacy is to help library users become intelligent information consumers, people who can recognize their need for information, can locate that information, evaluate it, and then use it effectively. (Breivik Libraries 16) In a society where quantity of information is too often equated with quality, where the amount of printer information doubles every five years, where access may be turning access into excess, it is critical

that community colleges recognize these information challenges and help their students learn to work effectively and efficiently in an information society.

We know the half-life of information is shrinking, that today's skills may not be needed tomorrow, that our world requires global understanding of cultures, economics, and technology, that lifelong learning is a reality, and that as public institutions we must provide our citizens with what they need to know. The issue now is not just literacy, but information literacy. Congressman Major R. Owens (D., NY) considers it a responsibility of government to provide such learning experiences. "Information literacy is needed to guarantee the survival of democratic institutions. All men are created equal, but voters with information resources are in a position to make more intelligent decisions than citizens who are information illiterates. The application of information resources to the process of decisionmaking to fulfill civil responsibilities is a vital necessity." (Breivik Literacy 5)

Information literacy thus becomes a tool of empowerment.

Patricia Breivik cautions us. If we do not address the question of information literacy now, we will further erode the gap between those who have access to information and those who don't. She warns that unless we recognize our responsibility to educate our learners to become independent information users, we are doomed to create a "new information elite." (Literacy 9) If we do not demand information literacy, we are acknowledging that not only are there economically-deprived, emotionally-deprived, and academically-deprived students, but informationally-deprived ones as well.

How do we accomplish the task? The first priority is to demand an institutional commitment. Many librarians have already made the commitment. Whether they offer research courses for credit, do course-related bibliographic instruction, offer outreach programs to high school student or senior citizens, they know that it is only when students participate in realistic library experiences that they learn to work independently. Often library experiences must be repeated in varied forms before transfer or learning can take place, but in an appropriate climate such transfer can occur. Certainly, in the real world, there will be no assignments, no reserve shelves, no faculty member marking a research paper to evaluate the individual's work. What must remain is a set of information-related experiences that can be applied to new life situations.

The goal of information literacy on campus cannot be achieved by the library alone. Having an institutional charge is a start. The second-most important element is a bit more subtle. The faculty must not only accept that charge, but also understand

their role in the process. They are important in two regards. First, if they are information illiterate to any extent, and research indicates, for example, that only 38% of scholars have reported using any on-line databases, then they will not be communicating the necessity of information literacy to their students. They will merely be reinforcing their own library experiences. Second, if they do not truly understand the need to communicate to their students that learning can take place outside of the classroom, away from a textbook, and yes, out of sight of the lectern, then students will not have an opportunity to experiment with information in traditional as well as nontraditional modes. The Carnegie Foundation reports that 25% of undergraduates spend no time in the library during a normal week, and 65% use the library four hours or less per week. (Breivik Information 42) Experience suggests that many of those hours are not spent on actual research, but on studying or socializing. Surely this indicates a less-than-creative interaction between faculty and library in terms of appropriate experiments in information gathering. While community college librarians often actively seek out teaching faculty to encourage library use and the development of meaningful research assignments (the term paper is certainly not the only way to become information literate), unless teaching faculty are encouraged by the academic deans, outside assessment agencies, and the college president, they may not actively pursue the issue and integrate it into their syllabi.

There is a third force for accepting the importance of information literacy, and that is an economic one. It is economically sound to encourage the sharing of resources among libraries. It is economically sound to encourage the sharing of resources among libraries. It is economically viable to encourage colleges to develop consortia among academic and/or public libraries so that users can gain access to other libraries. It is relatively inexpensive to permit computer access by faculty and students, via the home computer so that the libraries can be accessed 24 hours a day, 365 days a year. Extended access can be a boon to faculty development as well. What are their colleagues reading? What databases can be mutually purchased for consortia use? What periodicals are available at neighboring institutions, and how can faculty get the materials quickly via interlibrary loan and/or fax?

Libraries have become more than books. Access to books and information on home computers is the new mode of information delivery, and community colleges are an integral part of that delivery system. The production of new books is so great, and the cost of online databases so high, that the dwindling resources most of us receive can only be stretched so far. As dollars for library acquisitions decrease, whether because of budget cuts, inflation, or a weakening of the dollar (an issue which has had horrendous effects on collections with large foreign-based

periodical subscriptions) cooperation with other libraries and with the business and industrial community which surrounds us become more imperative. In order to stretch our resources, and in order to provide students with learning experiences which will enable them to continue teaching themselves after their formal education is over, more and more libraries are turning to each other to form cooperative endeavors.

Now that many of our sister institutions have automated online catalogs, they are now linking in ways the old union care catalogs could never do. Some circulation systems permit nearby colleges to look up books and see if they are on the shelf. Some are providing interlibrary loan delivery services; others permit students to go to neighboring campuses to pick up the books they need. Business and industrial concerns, as well as home computer users, also aware of the power of information, are joining the networks, further offering the community college library to new users. Our library, with less than 100,000 volumes, is now able through its local constorium to utilize the power of a 4-million volume collection among more than 20 area libraries. The PALS/MPALS database offers online not only books but ERIC, a union list of periodicals, Peterson's college guides with full text, the Government Printing Office Catalog, the University Microfilm databases which include ABI-Inform, Periodical Abstracts, Newspaper Abstracts, and a local news database. These resources are available on more than 1000 terminals, and the number grows monthly.

By 1992, students at the 28 community colleges in Florida will have access to the holding of all public college and university libraries in the state. (Cross, Florida 8) The CARL (Colorado Alliance of Research Libraries) online public access catalog enables users to browse by virtually every word in the MARC record. Its Uncover feature provides access to the table of contents of 10,000 periodical titles. (Machovec 162-3) H. Scott Davis and Patricia L. Ensor speak of the SuperCatalog, a catalog that goes beyond an individual library's holdings to include access to "locally produced databases, commercially produced databases loaded locally, information gateways to distant databases, and interlibrary linkages that allow transactions between different institutions. . . ." Their SuperCatalog, LUIS II, includes their online catalog, selected Wilson databases, and ERIC. (95-96)

Clearly, in view of the dramatic expansion of information resources, we must connect the concepts of information access to the concepts of information literacy, for access is meaningless unless the student has the necessary skills to use these systems effectively. Information searching should culminate in success, not failure. Thus, we must build skills as we build library collections, no matter what the format, and in building skills, we will be building community.

Since one of our responsibilities in a community college is to build community, we must first identify and then connect the communities on campus. That means recognizing the value of our libraries as integral to the teaching/learning process, of viewing library resources as ingredients for information experimentation, not merely as items on a shelf. Equally important, the skills of librarians must be tapped--their ability to organize effective information searches; their understanding of the scope of information, and the recognition that answers to questions can come in many forms, not just in books; and their patience in working with students who have had little experience and/or success in doing research. The value of the library, learning resource center, as a site for the development of an academic culture should not be underestimated. Once we accept the librarian's role in the teaching/learning process, we are on the path to creating a climate, indeed mandating a climate for developing and strengthening the information literacy of our entire constituency. Parallel to the process of creating community on campus is the need to connect with school and public libraries, so that information literacy becomes an evolutionary process, and students who enter our community colleges will then have a history of positive library learning experiences.

Terrel Bell speaks of the need for a "clarion call" to nurture, motivate, and educate, and further states the community college, with its flexibility, its open door, and its natural relationship with working America, is in a unique position to help meet the needs of our increasingly-divergent population. (Community 2) Let's extend that clarion call to a commitment to information literacy. Such a commitment will help our colleges meet their mission, may improve retention, can be a positive force for faculty development, and should centralize research needs for the community college and the community at large. If not now, as we approach the 21st century, when?

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SERVING THE COMMUNITY AND LOCAL INDUSTRY: FACTORY-BASED ESL INSTRUCTION

by
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Despite limited resources, industry has been forced to undergo a systematic modernization of its infrastructures so that both human and material resources are utilized to the maximum. The dilemma facing American factories in 1992 is that corporate managers often find themselves relying on functionally illiterate and innumerate workers to cope with the technical changes necessary to operate newly-acquired complex machinery. As corporate leaders grapple with their concerns, they have been turning to educators for assistance.

The Information Age and Communication Skills

Within the job market, in particular within factory settings, the role of English has almost always been taken for granted. While communication is essential for the completion of job tasks, the language spoken need not be English. The dawn of the computer age, however, has required that workers, even entry-level workers, use English with a degree of accuracy. Language ambiguity, errors, or vagueness, which can go unnoticed in casual conversation, have been causing employers to suffer significant financial losses. Furthermore, academically-deficient workers often demonstrate the negatives associated with low self-esteem. They withdraw from the challenge of competition, have difficulty in relating to long-term company goals, and are resistant to change. (Usdan, 1984)

Channelling Resources

The present education system has not been meeting the industry's needs nor has it been giving students the skills to function successfully within the world of work. (Daggett, 1991) Consequently, some corporate managers and educators have started to plan strategies of remediation for its workforce to maximize workers' potential. As entrepreneurs, these industrial leaders obviously wish to improve the caliber of products being manufactured; as good corporate citizens, they are concerned about improving the quality of their employees' existence. However, if there is validity to the concept of "zero sum society," in which losses are balanced by gains (Thurow, 1980), then an organization

must carefully channel its capital and human resources to projects whose success is feasible. Careful planning is a key element in this process.

Basic skills education within the workforce is quite different than within a formal school setting. On the job, English is a tool for getting things done; messages and instructions which are related to dispersing resources must be clear and accurate in language and content. Therefore, basic skills remediation provided on-site often is targeted to developing those specific skills necessary to complete job tasks. Yet, as a coooperative effort, the employees' education should not only benefit the company but also the individuals engaged in the endeavor. Learning could range from developing interpersonal communication skills to learning technical competencies or even to networking resources. (Cabral and Salomone, 1990) Ultimately, education must be seen as a lifelong process that continually develops the students' communicative and critical thinking skills. (Naisbitt and Aburdene, 1990)

Hornick Case Study

While the concept of on-site education is not unique or novel, it has not been widely implemented. Recently, however, a textile company with over a 40-year history in Rockland County chose to invest significant human resources, if not capital, to the approach of factory-based education. Louis B. Hornick, Inc., which has a large number of non-English dominant and/or academically-deficient workers in its employ, sought to raise the "academic" standards of its workers by offering developmental skill courses, as well as career-related education to its employees.

Early History of the Hornick/RCC Project

During the Fall of 1988, the Louis Hornick Company approached Rockland Community College (RCC) and asked for expertise to evaluate employee skills and to create a program of remediation of basic skills deficits. The company had purchased some sophisticated computer-driven machinery to simplify and streamline its production. After investing thousands of dollars and hundreds of hours, the management realized that many within its work force were unequipped to deal with the technology.

Initial discussions were held between an RCC representative from the Office of Business and Industrial Development and high-level Hornick executives to establish general goals, network key personnel from both organizations, and negotiate fees for services.

Subsequent meetings with the teaching faculty of the Department of Developmental Skills were strategy sessions. The Hornick

management identified their non-English dominant workers as the group most in need of skills development, in particular, language development. While the majority of workers of this group had fairly good conversational English capabilities, their reading and writing skills were noticeably absent. Worker errors made when reading instructions, programming data, operating machinery, and packaging products were expending the company's financial and human resources. The teaching of basic work survival skills to the on-line workers was the focus.

The Role of Rockland Community College Faculty

To handle assessment an instruction, the Department of Developmental Skills of RCC was called into action. Two distinct groups of professionals work within this department: College Skills faculty are responsible for providing remedial education to English-dominant students in need of basic skills, and the English as a Second Language (ESL) faculty provide instruction to limited English proficient students. Most limited-English proficient (LEP) students are non-native Americans in need of English language instruction and cultural education.

Since the Hornick project was an outreach endeavor to all the workers of the factory, the management also wanted to provide a meaningful service to its division supervisors, many of whom did not fall within the LEP category, and a seminary-type course was designed to better mid-level supervisors' writing skills. This particular paper deals only with LEP workers and the program designed for them.

Plan of Action

It was agreed that the Hornick operation should be divided into three components: Needs Assessment, Curriculum Development, and Instruction/Evaluation. An invitation was extended to all Hornick employees to participate in the jointly-sponsored project. Of these three components, the Needs Assessment was the most crucial since it established guidelines and goals upon which the corporate management and the College could agree. Assessment and goal setting were necessary if the instructors were to be the facilitators given student backgrounds, cognitive style, personality, interests, and needs. The Needs Assessment Phase had five distinct procedures:

1) testing potential project participants,
2) conducting individual interviews with the on-line and supervisory personnel involved in the project,
3) meeting with upper-level managerial staff to clarify objectives,
4) scoring and evaluating the tests, and
5) preparing a prescriptive document for the Hornick management.

At the conclusion, the Hornick management could have agreed to continue with the endeavor, propose alterations, or even cancel the contract.

Evaluating Program Participants

The methods used to evaluate the Hornick on-line workers were primarily objective in nature; however, the process also relied on some subjective data. Diagnostic tests determined the students' base of existing knowledge. The subjective data, on the other hand, inventoried the goals and interests of the program participants.

The Descriptive Test of Language Skills of the College Board (DTLS) was one objective exam used in assessing language ability for the Hornick employees. The scores from the DTLS determine a reading level for all incoming students who would be attending RCC. A student must have the minimum 10th-grade reading level to enter a "regular" freshman English composition course (ENG 101). If not, he or she is required to take a remedial English class.

The range of scaled scores for the DTLS is 1 to 25. A student receiving a DTLS Scaled Score within the range of 1 to 8 is placed within a College Skills class or an ESL class. A score of 9 is equivalent to a minimum 10th-grade reading competence.

The Rockland Community College English Language Placement Test (ELPT) is a basic 50-item English test given to LEP students to determine their understanding of language structure. This test was given to Hornick project participants whose first language was not English.

In addition, participants were asked to give a writing sample which was analyzed by three RCC professors. Specific guidelines are given for this holistic evaluation. These writing samples provide subjective data concerning the participants' ability to compose prose. The range of possible scores is 1 to 12. The minimal writing score for a student to enter a Freshman English Composition course (ENG 101) at RCC is a Writing Essay Score of 6 and is equivalent to a 10th-grade writing level. A student who scores 5 or below is counseled to a remedial writing course.

The interaction between instructors and students provides anecdotal data to profile the students' ability regarding the use of the four skills of language (listening, speaking, reading, and writing). Since this was impossible to accomplish with this first group given time limitations, the writing samples offered some insight.

In addition, the subjective data collected through informal interviews furnished information regarding the participants' aural/oral English language skills. The interviews profiled participants, clarified goals and, in some cases, motivated students to join the program.

Summary of Data Collection for On-Line Workers

The following data collected from the subjective and objective testing of the ten participating on-line workers showed a wide diversity of the abilities within this group.

Test Results of On-Line Workers

SEX	PREVIOUS EDUCATION	DTLS	ESSAY	ELPT	PLACEMENT
M	College-Two Years	12	5	46	ENG 101
M	H.S. Graduate/Tech	3	4	36	ESL
M	H.S. Graduate	1	3	29	ESL
M	H.S. Graduate	17	5	45	Col. Skil.
M	H.S. Graduate	1	4	33	ESL
M	H.S. Graduate	3	4	33	ESL
M	11th Grade	1	3	23	ESL
M	10th Grade	1	2	17	ESL
M	8th Grade	1	2	29	ESL
M	6th Grade	1	1	8	ESL

Oral Interviews with On-Line Workers

Number Responding to the Survey: Ten On-Line Workers

NO. RESPONDING	REASONS FOR PARTICIPATING IN THE PROGRAM
4	1. To improve overall English language skills
2	2. To get a high school diploma
9	3. To learn new skills to advance on the job
4	4. To enroll in College program for training
	5. Other:
	Citizenship classes
	Career exploration and Voc. Educ.
	Electrical licensing exam

WHAT DO YOU SPECIFICALLY WISH TO LEARN?
(Regarding English)

4	Listening Skills
6	Speaking Skills
3	Reading Skills
7	Writing Skills
	Other:
1	Computer Programming
1	Organization ideas and writing skills

Although most of the on-line workers had a fair-to-good command of the aural/oral English skills, the majority of them scored low on tests and demonstrated severe deficiencies in reading and writing. Two, however, did do well on the testing. One, an American-born worker, needed reinforcement in reading and writing. The other worker, an Indian, had studied ESL for a few years and still needed additional writing practice. The American-born worker would have been best served in a class that remediated errors similar to those made by native speakers.

Length of the Program

A ten-week prescribed course of study, lasting 60 minutes twice a week, was suggested to improve the participants' listening, speaking, reading, and writing skills.

Curriculum for On-Line Workers

Once the strategy for remediation had been agreed upon, then the College was able to move ahead into the "heart" of the project: curriculum development and eventual instruction. Several weeks were allowed for developing a comprehensive program of instruction. Time was spent in evaluating materials, developing learning tasks, incorporating into the curriculum special subjects of importance to the Hornick management, and finally in drafting a curriculum composed of both cultural and content-specific items.

Success had to be measured on an individual basis since each employee had particular strengths and weaknesses in his or her English language ability. Some were quite literate in their first language which facilitated second-language acquisition. Others, although having had only limited access to a formal education in their countries, had been living in the United States and had "street" language proficiency.

The four language skills were presented in class, but since all program participants demonstrated competence with the aural/oral skills, the emphasis was on the development of the reading

and writing. The class was not a homogeneous group, and the intent of the program was to have students produce with greater competence. The areas of phonology, semantics, and syntax provided the basis for interrelating the four skills, and targeted vocabulary and certain structures were incorporated into the curriculum. Some of the vocabulary studied was taken from the Hornick management suggestion list. In addition, lessons to develop basic math skills became an integral part of the weekly lessons since the management had identified this as an area of concern.

As much as possible, English language skills were taught using a "business" framework. The readings, grammar exercises, culture and writing activities were placed within a business setting. This was done so that the competence being taught would address and reinforce personal as well as corporate concerns.

I. Basic reading to develop comprehension skills.
[The readings used in class increased the students' vocabulary knowledge and their ability to respond to inference and reference-type questions.]

II. Basic writing to teach technical English in a factory setting.
[The on-line workers learned the formal parts of a business letter and followed a directed practice exercise to compose their own letters. Through this format, employees were exposed to company-specific vocabulary and pertinent grammar structures that would serve them well while completing their job assignments. For example, employees who came from the company's packaging department, learned how to read invoices, address letters and packages properly, and respond to invoice orders.]

III. Self-paced writing to deal with individual needs.
[Each worker had a self-pacing text that presented and reinforced reading and writing. Each lesson targeted specific grammar structures. Once the competencies were mastered, the individual was given a new assignment. If not mastered, the individual would do additional exercises before proceeding to the next level of difficulty.]

IV. Culture and idiomatic expressions to help participants avoid cross-cultural interference problems.
[Cultural topics were taught at each session and these included: business protocol, the use of time (American style), attitudes toward work, the concept of leisure, attitudes concerning money, the role of education, social attitudes, and American history.

V. Basic Math to improve the performance of on-line workers.

[As much as possible, word problems were used to teach specific vocabulary and to imitate relevant job situations.]

Addition/Subtraction/Multiplication/Division
Math and word problems incorporated vocabulary from the participants' present job assignments.
Fractions: Addition and Subtraction of Fractions

Evaluation of the Program

The program participants in the ESL class were instructed in basic language skills; therefore, results achieved through the pre- and post-administration of the ELPT best profiled student performance.

Data and Interpretation

SEX	PREVIOUS EDUCATION	ELPT Pretest	ELPT Post Test	%GROWTH
M	College-Two Years	46	47	+2%
M	H.S. Graduate/Tech	36	39	+6%
M	H.S. Graduate	29	29	0%
M*	H.S. Graduate	45	45	0%
M	H.S. Graduate	33	41	+16%
M**	H.S. Graduate	33	--	--
M	11th Grade	23	26	+6%
M	10th Grade	17	--	--
M	8th Grade	29	36	+14%
M***	6th Grade	8	--	--

*Anglo American
**Withdrew
***tested initially but never attended classes

Actually, seven on-line workers actively participated in the project, and all but one had been educated in a foreign country. These six individuals received their prior education in a language other than English and spoke only their native language at home. As a group, the pre- and post-test scores reflect a growth of +6.29%. If the Anglo-American's score was excluded from these figures, then the rate would be slightly higher, +7.33% growth. The group was not a homogenous group and had to have an individualized component if basic aspects of the project were to succeed. The proposal for remediation called for 10 weeks of class, but in reality there were 12 weeks of instruction.

The subjective data, participant observation by the instructor, gives life to the previous statistics.

Subjective Observations

Male, 11th-grade education, +6% growth had not been in a formal school setting for 20 years. He found the language and math personally useful, and requested additional work to do at home with his son.

Male, H.S. Graduate/Tech School training, +6% growth had been in the U.S. for only a short period of time. His grammar improved when shown the correct model. As a result of this course, he was planning to enroll in the local community college.

Male, H.S. Graduate, 0% growth had been in the U.S. for many years. In spite of his good grammar skills and understanding of English, he had significant problems in expressing his thoughts. This course offered him the first opportunity since leaving his country to study English formally.

Male, 8th Grade, +14% growth needed additional practice with all skills of the language, yet he worked hard to learn as much as possible within the 12 weeks of the course.

Male, H.S. Graduate, 0% growth was an Anglo-American who did not need reinforcement in the aural/oral skills but required intensive intervention with the reading and writing skills. He did not value his high school diploma, and as an adult, he recognized his own academic deficiencies. He felt that he had been "socially promoted" by a school system which had been unable to respond to his learning difficulties.

Male, H.S. Graduate, +16% growth was the cynic of the class. His initial attitude was negative, and he was going to use this class time as a rest period from work. By the second session, this student sought extra work and prided himself on his ability to learn rapidly despite his many years' absence from a school setting.

Male, College-Two Years, +2% growth was a bright young man, eager to learn more English. His college education had been in his country, and he was going to enroll in a college education program once he finished the 12 on-site English classes.

The on-line workers were asked to comment on the project and the instructor and offered suggestions for improvements. The following responses have been reproduced basically as they wrote them.

Student Evaluation of the Project

--I feel that I got a lot from this course and would like more.
--I would like to continue studying English and Math.

--I would like to improve my grammar, vocabulary, and understanding.
--To have more time per class. There should be more than one hour per class.
--He is an excellent instructor and the course is good and should go on.
--More reading. Writing. Be more extensive.
--I suggest to improve my knowledge in American culture and understanding.
--I would like to learn how to work with machines.
--Grammar and more speech.
--Put the students on different levels.

Concluding Remarks

On-site education programs, especially those designed for minority communities, form an overall response to provide basic academic, language, and vocational courses to people who have not been successful within a more formal school setting. These programs should not be mini-versions of a traditional curriculum but rather uniquely designed efforts targeted to populations having specific needs.

The attempt to improve the workers' language and math precision is a slow, deliberate process. This is often difficult for employers to accept, especially when their concerns seem so pressing. These employers, however, must be encouraged and lauded for their leadership in areas of education where the official message from all levels of government has been one of retrenchment.

In the past there had been excesses in delivering services to high-risk "clients," but the goal has always been to reach out. This presently is not good enough. Learning institutions, particularly those whose constituents are uneducated, unskilled and/or untrained, must create novel and concrete offerings of quality that will offer access to entry-level work. Programs of quality must be encouraged and emulated.

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ASSESSING STUDENT DEVELOPMENT IN A COMMUNITY COLLEGE SETTING

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During recent years, assessment has become a major issue for administrators and faculty in higher education. As a result of internal and external pressures, educators are currently in the process of developing and implementing a variety of assessment procedures to measure student progress. Unfortunately, the assessment of student personal growth and development is given considerably less attention as compared to assessment of academic progress.

The purpose of this paper is to describe the quantitative and qualitative methods used to assess student development at Dutchess Community College. This study does not attempt to control for the myriad of variables (e.g., age, ethnicity, educational goal) that have a significant impact on student development. The nature of the current research design (a self-assessment of development by three different student cohorts) provides a general picture of developmental movement at points during the college experience.

Student Development was defined in the following manner for the Dutchess Community College's Outcomes Assessment Program:

> Student development is a process in which an individual undergoes changes toward more complex, integrated behavior. The result of these changes is greater mastery of the challenge of life and viewing oneself, others and life events in fundamentally different ways.

Listed below are six dimensions along which students may grow and develop as students and members of society. This list is not intended to be comprehensive, rather a reflection of the author's view of change and growth among community college students.

1. Academic Involvement and Autonomy--Student takes responsibility for planning his/her educational program and is knowledgeable about available campus resources. Student has skills to utilize campus resources and to maximize academic performance.

2. Career Awareness and Planning--Student has an awareness of the world of work and accurately understands his/her abilities and limitations. Student has decision-making skills required to be successful in career/job selection and advancement.

3. Social and Peer Interactions and Relationships--Student has an understanding of what characteristics in himself/herself and others are necessary for a good communication and positive relationships. Student is able to communicate effectively and establish relationships with peers.

4. Cultural Awareness and Participation--Student understands the importance of cultural and artistic interests as sources of enrichment and enjoyment for one's entire life. Student is able to make informed choices regarding cultural and artistic activities and pursuits.

5. Wellness and Healthful Lifestyles/Behaviors--Student understands the importance of developing and maintaining good health and safety practices. Student lifestyle is consistent with good health and wellness practice.

6. Acceptance of Others--Student has established a value and belief system that espouses the acceptance of and respect for individuals of different backgrounds, cultures, races, and beliefs. Student acts in accordance with this value system.

Method

Three different cohorts of Dutchess students were used to represent students along the enrollment spectrum from (1) entry to college, (2) beginning of the sophomore year, and (3) at the point of graduation. Due to time constraints, it was not possible to follow one cohort of students from initial enrollment to graduation. The assessment instrument was administered to the three cohorts in the following manner:

1. At Entry--Prior to enrollment at the College, all full-time applicants are required to take the ASSET placement test. As part of the ASSET procedure, each applicant was requested to complete the assessment instrument. Just prior to the Spring of 1991, 621 applicants completed the instrument.

2. At Sophomore Entry--During the Spring semester (April 1991) early registration period, 334 sophomore students who had completed between 25 and 39 credits were requested to complete the assessment instrument as part of the registration process.

3. At Graduation--As student applied for May 1991 graduation, they were requested to complete the assessment instrument. Of this group, 171 students returned the instrument to the Registrar's Office.

Instrument

The assessment survey instrument consisted of twelve statements that were related to the six dimensions of student development described above. Two statements were designated for each dimension in the following manner:

	Dimension	Statement #
a.	Academic Involvement and Autonomy	1, 7
b.	Career Awareness and Planning	2, 8
c.	Social and Peer Interaction	3, 9
d.	Cultural Awareness and Participation	4, 10
e.	Wellness and Health Behavior/Lifestyle	5, 11
f.	Acceptance of Others	6, 12

The first of the two statements for each dimension relates to awareness and understanding of the area, and the second statement relates to action or behavior relative to the dimension. The surveys are in the Appendix.

Student responses on the surveys indicated a self-rating of their own developmental level regarding their understanding and behavior on the six dimensions. Students' responses to the statements could range from:

a.	Very true of me	4 points
b.	Generally true of me	3 points
c.	Somewhat true of me	2 points
d.	Not very true of me	1 point

Consequently, students' scores on the survey could range from 4.0, indicating a very high self-rating of development, to 1.0 indicating a very low rating of development on each of the six dimensions.

Results

The data was analyzed in four ways:

1. A comparison of the students' total self-ratings at the three points in time--entry, sophomore entry, graduation.

   The data (see figure 1) indicated a definite increasing student self-rating on the six developmental dimensions from 3.18 at entry to 3.32 at beginning of sophomore year to 3.46 at graduation. This trend points toward the fact that

enrolled students view themselves changing in a generally positive direction over the period of time of enrollment.

The number of students in each cohort completing the self-rating assessment from point of entry to graduation. Consequently, the increasing self-evaluation is based on students who have been successful in their college experience.

2. A comparison of the students' self-ratings for each developmental dimension over the three points in time. The greatest increase in a developmental dimension from point of entry (2.86) to graduation (3.54) occurred in Academic Involvement/Autonomy. This may be expected since this developmental dimension is the major focus of the student's experience at a community college. A second dimension showing a consistent developmental increase is Career Awareness/Planning. This dimension increased from 3.08 at entry to 3.47 at graduation. This is also expected since a majority of students are in career programs as preparation for employment upon graduation.

   Interestingly, in both dimensions--academic involvement/autonomy and career awareness/planning, students assessed the major portion of their growth between entry and sophomore year as compared to growth between sophomore year and graduation. This finding is consistent with the fact that the freshman year is a transitional period in which there is typically a great deal of student growth (see figure 2).

   Two other dimensions which showed virtually no student growth over the period of enrollment were Wellness Behavior/Lifestyle and Acceptance of Others. Often by the time an individual reaches colleges, attitudes and behaviors in these areas are fairly established and change is slow and occurs over an extended period of time.

   The two remaining developmental dimensions showed a mixed pattern, that is, growth did not proceed in an increasingly progressive trend.

   In regard to Social Interaction/Relationships, students completed the self-rating survey prior to the beginning of their fall classes (3.46). Consequently, many students were seniors in high school and had established an extensive network of friends. Student self-rating on the Social Interaction Dimension decreased (3.25) during their freshman year in college, but increased above the entry point at the time of graduation (3.54). One explanation for this fluctuation could be that it takes an extensive period of time for college students to establish new relationships.

Students' self-rating of their Cultural Awareness/Participation also showed an unusual pattern. The rating increased dramatically during the sophomore assessment (3.09) from entry point (2.55), but decreased just as dramatically at graduation (2.51). DCC does not provide extensive cultural programming, and therefore the evaluations were generally lower in this area than in the other five dimensions.

The students' self-rating on the six developmental dimensions for the three time periods are listed below:

	At Entry	At Sophomore	At Graduation
Academic Involvement/Autonomy	2.86	3.48	3.54
Career Awareness/Planning	3.08	3.38	3.47
Social Interaction/ Relationships	3.46	3.25	3.54
Cultural Awareness/ Participation	2.55	3.09	2.51
Wellness Lifestyle/Behaviors	3.58	3.62	3.62
Acceptance of Others	3.36	3.41	3.41

3. A comparison of students' self-ratings of their awareness and practice for each of the six developmental dimensions.

The third area of analysis was a comparison of the students' self-rating of their awareness and behavior on the six developmental dimensions (see figure 3). As is the case in many areas, an individual's awareness or knowledge of an area does not always equate with behavior in that area. For each of the six dimensions, students rated their awareness higher than they did the action or behavior in that area. The date below indicates this pattern:

	Awareness	Practice
Academic Involvement/Autonomy	3.23	3.18
Career Awareness/Planning	3.36	3.26
Social Interaction/Relationships	3.53	3.30
Cultural Awareness/Participation	3.05	2.39
Wellness Health/Lifestyle	3.62	3.60
Acceptance of Others	3.56	3.24

4. As indicated above, a component of the Sophomore and Graduation Surveys was a "comment session." Specifically, the section requested students to "Please comment on your development during your enrollment at DCC."

Approximately 15% of the students completing the Sophomore Survey and 31% of the students completing the Graduation Survey made a written comment. Overwhelmingly, these

comments were positive in nature. A sampling of the students' comments are listed in Table 1. The comments provide insight into the students' perception of their development at DCC. Based on the comments, students viewed the college experience as contributing to their personal and social development. In many cases, students were able to specify the particular type of growth (i.e., self-esteem, motivation, self-discipline) that they had experienced. Based on the comments, students were not able to differentiate between development that resulted from classroom experiences as opposed to outside-class experiences. The students perceived college as a total experience.

In addition to the above-described methods of assessing student development, a series of interviews with graduating students was conducted by professional staff from the Department of Student Personnel Services. Thirty-one structured interviews were conducted and focused on the college's impact on graduating students in the six areas of student personal development specified above. More specifically, the interviews explored the students' actual experiences while attending the college and if the students perceived growth as a result of their participation and involvement.

The results of the interviews, to a large extent, corroborated the results from the student self-rating instrument. The greatest student growth was in the areas of academic planning and involvement and career awareness. Students indicated that they were generally more independent and autonomous as their college career progressed. Also, their career choice and awareness was much sharper as they moved closer to graduation. Faculty had a particularly strong influence, not only on students' academic planning, but on their career choice and transfer plans. Students interviewed indicated that their social and peer interactions were positively affected by their college experience. Ninety-seven percent of the students interviewed indicated that they had made new friends among the student body and staff that positively impacted their lives.

Based on the interviews, the college experience appeared to have a minimal impact on the students' cultural awareness and participation as well as concept and practice of wellness. In the last of the six developmental areas, Acceptance of Others, graduating students experienced more interaction with individuals from races or cultural backgrounds, different from their own, than they had in high school. However, this interaction was primarily restricted to classroom activities. The diversity of people was perceived as a positive element of the college experience.

Discussion and Implications

The data presented above indicate a number of areas for future investigation and programmatic consideration.

The most obvious change in the research design is the utilization of the same cohort of students as they move through their educational experience. The current study used three different cohorts, but the researchers are in the process of measuring the development of the entering cohort (621 students) from the Spring 1991 semester as they progress to their sophomore year (Spring 1992). This same cohort of students will again be surveyed as to their developmental level as they approach graduation (Spring and/or Fall 1993).

In order to move beyond research, the College initiated the Student Development Seminar during the Spring 1991 semester. This program, which has continued each semester since the Spring 1991 semester, is required of all entering full-time freshmen. Each student must enroll in SDS 093 and attend at least one program, activity or event in each of the six developmental dimensions listed at the beginning of this study. Students have a choice of approximately 10 to 15 activities in each developmental category. Students that attend at least one activity in each category receive an "S" (for satisfactory completion) on their academic transcripts. Students failing to do this receive an "N" (for non-satisfactory completion). This grade is part of the student's permanent academic record. Ideally, the SDS program will "jump-start" student development during their first semester in college and foster its continued movement during the entire period of enrollment.

Another area for further research is the impact of demographic factors on student growth and development. Such factors as student age, enrollment status, ethnicity, and educational goal have a significant impact on the level of development. Future research involving these variables would be useful in determining their impact on student development and may indicate what type of developmental experience is most valuable for which group of students.

FIGURE 1

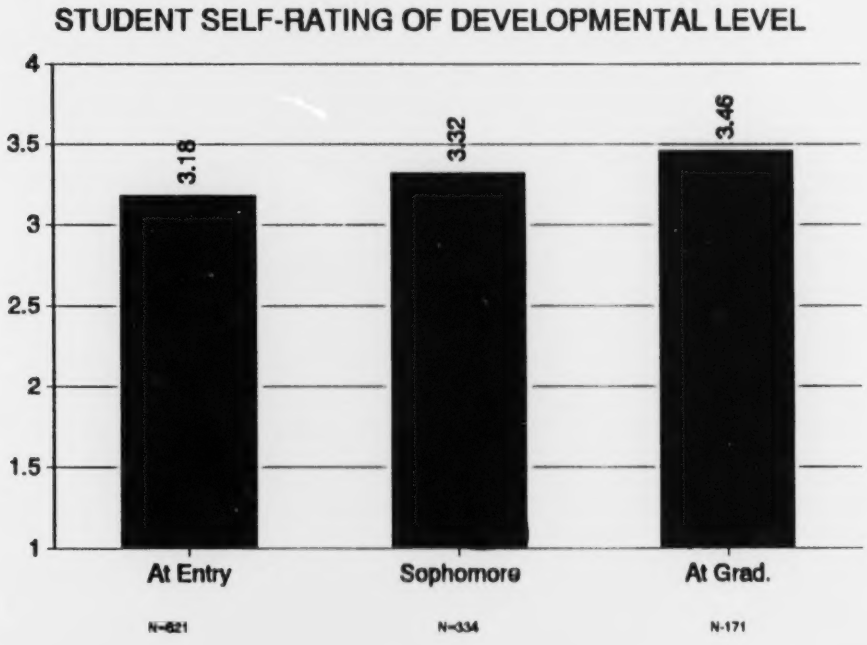

FIGURE 2

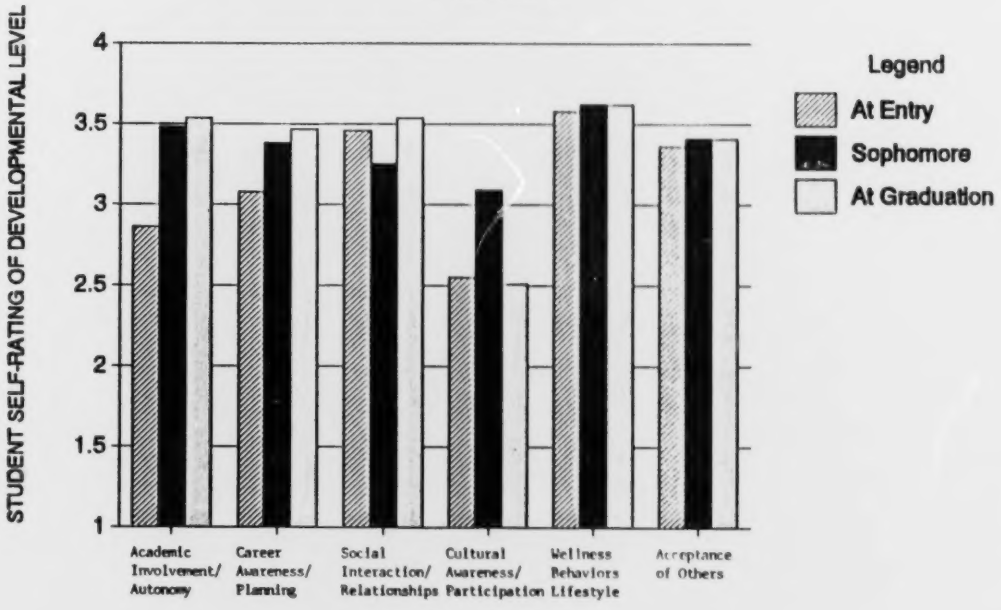

FIGURE 3

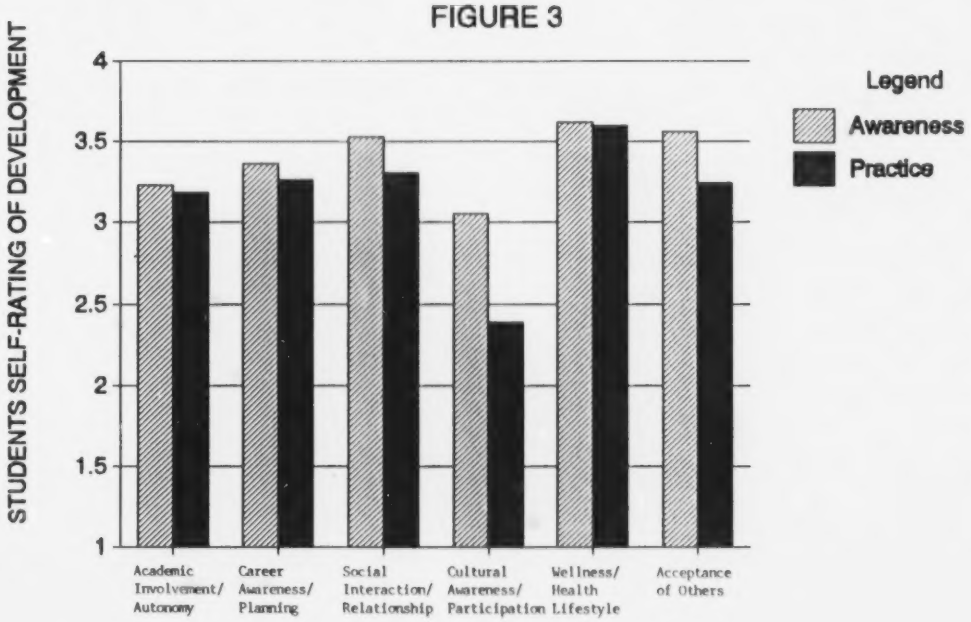
STUDENTS SELF-RATING OF DEVELOPMENT
4
3.5
3
2.5
2
1.5
1
Legend
Awareness
Practice
Academic Involvement/ Autonomy
Career Awareness/ Planning
Social Interaction/ Relationship
Cultural Awareness/ Participation
Wellness/ Health Lifestyle
Acceptance of Others

Table 1
Student Comments

Listed below is a sampling of Student Comments on the Sophomore and Graduation Surveys. The question asked, "Please comment on your development during your enrollment at DCC."

Sophomore Survey

- I have become more independent.
- I'm more open-minded, clear reasoning.
- Learned self-discipline.
- It's allowed me to make better decisions.
- I've taken more responsibility for my education.
- I have matured as a person and realize that I must now be an adult.
- My development has been very global.
- Confidence! I stand up for what I believe in.
- I haven't changed.
- I find it difficult to fit in.

Graduation Survey

- My development has come a long way.
- I was very shy before coming to DCC, but interaction with other students through organizations...have helped.
- I think I have matured.
- I have discovered myself.
- The difference in me since I started at DCC and now is the difference of night and day. I see options now where before I had blinders on.
- I have grown to value education.
- I have formed cohesive relationships with my peers.
- I have developed self-esteem, goal-setting, and actually reached my first goal.
- I have become more self-motivated.
- My career goals are fuzzy, and no one seems to be able to help.
- My development has been in the routine direction.

Entry Survey

Your cooperation in completing this student development survey is appreciated.

Directions: Please read each of the twelve statements below and determine how true the statement is of you.

(A) very true of me
(B) generally true of me
(C) somewhat true of me
(D) not very true of me

Respond to each statement by choosing one of the above items and blacken the corresponding space on your answer sheet under Part I: Local Items.

1. I am aware of the resources on campus and take responsibility for planning my own educational program.

2. I have considered my abilities and limitations in choosing my career.

3. I am able to establish and maintain open, trusting relationships with my peers.

4. I understand and appreciate the arts and cultural programs (e.g., literature, theatre, music, dance, art).

5. I am aware of what is necessary to maintain my own wellness (e.g., eating balanced meals, exercising regularly).

6. I understand and appreciate the values and cultures of people different than me.

7. I use my time effectively to complete tasks required of me as a student (e.g., classes, study, work).

8. My career goals are clear, and I have a plan to reach them.

9. I resolve differences and problems with others through reason and discussion.

10. I often participate in a wide variety of artistic and cultural events and activities on campus and in the community (e.g., attend concerts, visit museums).

11. I am actively involved in following wellness practices (e.g., avoiding drugs and alcohol, using a seat belt).

12. I am actively involved in relationships with people who are different than me.

THE SOPHOMORE AND GRADUATION SURVEYS ARE VIRTUALLY IDENTICAL, BUT EACH INCLUDED A COMMENT SECTION.

ACADEMIC ADVISING CAN HAVE A POSITIVE IMPACT ON STUDENT ENROLLMENT: THE RESULTS OF AN INTEGRATED ADMISSIONS AND COUNSELING PROCESS ON STUDENT ENROLLMENT

by
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Abstract

The purpose of this study was to evaluate the effectiveness of an integrated admissions and counseling process at Westchester Community College on student enrollment. The process brought together prospective students and counselors prior to enrollment to help promote student college "fit" and begin academic and social integration of the student into the institution. The results indicate that over a ten-year period, 86% of those students who met with a counselor, enrolled.

Introduction

The purpose of this longitudinal study was to evaluate the effectiveness of an integrated admissions and counseling process on student enrollment. The process, which consists of bringing together professional counselors and prospective students in an individual interview prior to enrollment, is designed to promote student institutional "fit" and to begin student academic and social integration. At the counseling session, the student comes to the campus and gets a sense of campus life, is given an introuction to the college, receives career counseling based on career goals and academic preparation, academically advised for the first semester, and told about registration, curricular, and co-curricular opportunities and activities.

The sample for the study consisted of previous June Westchester County (our sponsorship area) high school graduates who applied and enrolled full time at Westchester Community College for the fall 1980-89 semesters.

Statement of the Problem

The recruitment and enrollment of students are significant issues facing many institutions of higher education across this country. They have gained top priority in colleges' short- and long-range goals. Since competition for the steadily declining cohort of recent high school graduates will continue to increase until the mid-1990's, institutions of higher education face a very big challenge now and in the years ahead. (Hossler, 1984; Jones, 1986; Noel, et al, 1985; Tinto, 1987)

Westchester Community College is no exception when it comes to the importance of recruiting students to the institution. With over fourteen colleges and universities within close proximity, the challenge is large indeed. Westchester Community College decided to approach the recruitment and enrollment of students from a different perspective. The college decided to bring together students and counselors prior to enrollment, in an attempt to promote student-college "fit" and to begin the process of integrating students academically and socially into the institution. The assumption was, if the student felt that Westchester Community College could best meet their academic and personal needs, then he or she would enroll.

Review of Related Literature

The literature points to the importance and value of early intervention to help the student clarify college choice, and once the choice has been made, to guide him or her through an often unfamiliar and confusing system. According to Schurenberg (1989):

> . . .college admissions directors would honestly and openly identify the kinds of students who would flourish on their campuses; parents would seek not the most prestigious school, but the one that best serves their child's need. (p. 142)

The notion that good information can lead to student satisfaction with an institution is supported by Boyer (1987), who in his report of a study of the undergraduate experience in America for The Carnegie Foundation for the Advancement of Teaching states:

> Almost half the prospective college students we surveyed (47 percent) said that "trying to select a college is confusing because there is no sound basis for making a decision." Without adequate information, many students choose college almost blindly. Then, once enrolled, they often are not satisfied with their decision and far too many, for the wrong reasons, transfer or drop out. (p. 14)

Grites (1979) believes that not only does the advising of the student begin with the student's initial experience with the institution during the admission process, but so also the retention of the student. A potential student needs to be recruited through the "best fit" approach. That is, the potential student needs to be apprised of institutional values and ethos.

Alfred (1983) believes that the direct communication of college characteristics to prospective students is essential if students are to have realistic expectations of the college. It

is the responsibility of the college, through appropriate personnel, to disseminate information to prospective students.

Also, if a prospective student's needs (aptitude, interests, expectations, etc.) can be met by the institution of interest, the greater satisfaction the student will have with the institution. Admissions officers should be educators in providing institutional information to prospective students to help insure "best fit." (Grites, 1979; Peters, 1988)

Academic advising, which includes career and life planning and course placement and selection, is seen as an important function that enables students to become familiar and comfortable with their college environment. (Creamer, 1980; Terenzini & Wright, 1987; Boyer, 1987)

Bean and Metzner (1985), in their review of the literature on academic advising, point out that many studies of commuter student attrition indicated that improved advising services would have helped students to remain in college.

In a study of a pre- and post-admissions and counseling process at a community college, it was found that students who participated in the process achieved slightly higher mean GPA's, had slightly higher levels of satisfaction with the institution, and had a significantly higher retention rate (88 percent versus 68 percent) after two semesters than students who did not participate in the process. (Seidman, 1990a)

A process that incorporates pre-college selection, admission, advisement and orientation in a unified, articulated system could serve as a model for other institutions in their efforts to educate and retain students. Institutions should focus their attention on providing students with academic advising systems which establish a meaningful relationship with a college staff member early on and continue throughout the students' educational career.

The Process

The integrated admissions and counseling process begins when the student first expresses an interest in the institution and files an application. The process described below is for full-time applicants. (Seidman, 1990b)

First, when an applicant's admissions folder is complete (transcripts, etc.), it is assigned to a counselor from the Office of Counseling and Student Development. This assignment is made on the basis of the student's initial curriculum choice. The counseling staff is assigned to specific curriculum areas, such as business and engineering technologies.

Second, the counselor reviews the applicant's folder to determine whether or not placement testing is necessary in English and math prior to the student-counselor interview. Preset academic achievement levels have been established to guide the counselor in choosing whether or not to test a student. The ACT ASSET is used when a student needs to be tested.

Third, after the student's credentials have been evaluated by the counselor, the applicant is sent an acceptance letter requesting the applicant to call the Office of Counseling and Student Development to schedule an appointment with a counselor in the student's area of interest.

Prior to the interview, students who are required to take English and math placement tests do so in the College Assessment Center. Testing takes approximately two and one-half hours. The test is scored immediately, and the results are given to the applicant who brings them to the counselor interview for interpretation (testing is used for placement purposes only).

Admissions interviews take place in the counselors' individual offices. The counseling staff is decentralized, with offices located along side teaching faculty in the same area of specialization. The student also has the opportunity to see our beautiful 218-acre campus.

Fourth, the counselor and the student meet to begin to develop a strategy for success. The student's academic history is reviewed, current level of functioning in English and math are assessed, and the student's goals and aspirations are considered in light of the college programs and services. In one (infrequently more than one session) the student's first semester program is developed with attention to a long-range plan.

A brief personalized orientation to the college is included in the session, and the registration process is discussed. The student is encouraged to take advantage of a number of registration opportunities to facilitate enrollment. The student is also given information about extra curricular activities and encouraged to take advantage of the varied student activities.

Fifth, it is hoped that the counselor and the student continue together as a team throughout the semester in an ongoing but flexible series of contacts which unfold from this initial admissions interview.

Findings

Since 1990 Westchester County public high school graduating class size has decreased from 11,858 in 1980 to 7,971 in 1989. This represents a 3,887 student decrease since 1980. (Smith & Seidman, 1990)

Since 1980, Westchester Community College has received a total of 12,112 full-time applications from Westchester County public high school students. Of the 12,112 full-time applications received, 9,135 applicants interviewed with a counselor. This represents 75% of the applicants who applied since 1980. Of the 9,135 applicants who came for their counselor interview, 7,891 registered full-time. This represents a yield rate of 86% of those that interviewed to enrolled since 1980. Since 1980 the yield rate, interviewed to enrolled has ranged from a low of 81% in 1981, to a high of 91% in 1988 and 1989. See Table 1 for the yearly results. (Smith & Seidman, 1990)

Discussion

It appears that early professional counseling intervention does make a difference in whether or not a prospective student will enroll in an institution. Providing the prospective student with information about the institution so he or she can make a decision whether the institution can best meet his or her needs, seemed to account for student enrollment. Since the integrated admissions and counseling process was instituted, the results have remained very constant with between 81% to 91% enrollment after counselor interview.

Although there was no control group to compare to this group, it is the opinion of this researcher that the percentage that enrolled is indeed high. Withholding services from prospective students was deemed unethical and inappropriate by the researcher and institution.

Implications For Further Research

It would be interesting to examine other community colleges to determine their admissions procedures. Once one has been identified as having a significantly different admissions process, their yield rate (enrollments per application) can be compared to see if indeed there is a significant difference.

It would be interesting and informative to track the students who went through the integrated admissions and counseling process over multi-semesters to determine their retention rate. This can be compared with the community college national average to determine whether or not the process did indeed influence retention. The number of contacts with counselors can also be tracked to see if the system does indeed encourage such contacts.

Also, a questionnaire can be sent to those who went through the process asking them if they felt the process influenced their intention to enroll at the institution.

Finally, it is the opinion of this researcher that the integrated admissions and counseling process positively

influenced the students' decision to enroll at Westchester Community College.

Table 1

Westchester County Public High School Selected Data

Year	Applications	Interviewed	Enrolled	% Interview/Enrolled
1980	1319	999	892	89%
1981	1303	1005	811	81%
1982	1385	1086	928	85%
1983	1485	1071	905	85%
1984	1121	835	718	86%
1985	1055	795	685	86%
1986	980	756	639	84%
1987	1157	874	752	86%
1988	1140	858	781	91%
1989	1167	856	780	91%

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RESEARCH PAPERS: "A SHORT GUIDE"

by
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Some years ago the History, Government, and Economics Department at Dutchess Community College resolved to require more writing assignments and, depending on the instructor, those assignments naturally took on a number of forms. Some instructors required critical analyzes of primary sources; others demanded article reviews; still others summaries of textbook chapters. Recently, however, the Department has begun to emphasize writing research papers. In the 1991 Fall semester, more than 350 research papers--complete with full documentation, including **internal citations**, and a complete **Works Cited** section--were written by students enrolled in history, government, and economic courses.

The change in emphasis to research papers was motivated by a number of disturbing trends, first among them the obvious fact that many students come to community colleges having done very little writing in high school. Seldom have they been required to produce written work resulting from their own research. Equally alarming is that not all community colleges' curricula require research papers. Some students, therefore, receive an Associate's degree without ever having written a paper that requires investigation, collecting data, and documentation of primary or secondary sources. Sadly, when some students transfer to four-year colleges and are assigned such a paper, they are lost. Here we have addressed the problem by producing **A Short Guide to Documented Essays and Research Papers.**

The **Short Guide** follows the Modern Library Association (MLA) format, which is rapidly becoming standardized at many large colleges. The students find **internal, parenthetical citations** much more agreeable, and manageable, than the older system of footnoting on which their instructors were weaned. The **Short Guide** rigidly enforces the MLA rules of documentation and formatting. The paper's margins, for example, **must** be one inch; the entire paper **must** be double spaced, the title page **must** conform to MLA standards. We have found that students appreciate knowing **exactly** what is required of them, and that the challenge of a research paper becomes less forbidding when they have precise guidelines to follow. We therefore stress **precision.**

This emphasis on correct and standardized documentation and formatting, and on punctuation, proper grammar and usage has had

the effect of keeping students focused. It compels them to be careful and, happily, that care has resulted in **substantial content** as well as **improved form**. The idea, simply enough, is that if sloppy writing is often the result of sloppy thinking, the opposite also applies. In essence, by demanding that students concentrate on the mechanics of the paper, we have also inspired closer thinking, reflection, analysis and, in short, better work.

Also essential to the success of our research papers has been an insistence on a so-called **thesis question**. Given a chance, students often choose to write about a topic or a subject so broad in scope that it meaningless. To prevent that, we require students to answer a **thesis question**; that is, the title of the paper must be in question form, and the paper itself must answer that question. Students are not permitted simply to write about some grand historical topic. Furthermore, these **thesis questions** must meet three strict criteria: they must be **realistic**, or able to be **researched** and answered in one semester; the question therefore must be **focused**; and of course materials must be available to research and answer the question.

For example, it would be unacceptable for a student to ask, "What was the Impact of Reconstruction on Nineteenth-Century America?" That is much too broad, and obviously could never be researched thoroughly in one semester. To ask, "What was the Impact of Reconstruction on the Former Slaves?" is better, but still too broad. We would help the student narrow the question to something like, "What was the Impact of the Freedmen's Bureau on the Former Slaves between 1865-1869?". Now the **thesis question** is manageable, and meets all three criteria. Like the MLA format itself, the **thesis question** helps the student to stay focused, and prevents them from flying far afield--and growing frustrated--in pursuit of a topic they could never cover in one semester.

Some instructors, in fact, require the students to submit a **thesis question proposal** to ensure they are headed in the right direction. When the **proposal** is submitted, the instructor can help them refine the **thesis question**, recommend some book titles or authors, and help the student to begin his/her research. The more an instructor becomes involved in the work, the better the results.

The **Short Guide** helps them even more. Importantly, all of the examples and models found in our **Short Guide** have been lifted from the Department's textbooks. For instance, the example of an **indented, long quotation** has been taken from a speech delivered by Robespierre to the Convention that is quoted in our Western Civilization text. The example of **paraphrasing** is excerpted from Machiavelli's The Prince, also from our text. Thus the students easily observe how historical information is gleaned from books

they handle every day. Moreover, at the back of the **Short Guide** we have included a sample, four-page research paper so the students see **exactly** how it should be written, and how it must look when it is submitted. Our sample paper is entitled "The Influence of Enlightenment Thinking on the Authors of the Declaration of Independence and the U.S. Constitution," subjects the students often learn about in the first few weeks of Western Civilization, or American History.

There is, of course, no unanimous agreement regarding the types of questions we want our students to answer. One method that has enjoyed some success, however, is to permit students to write about what interests them most, even if that means sports or rock music. If, for example, a student wants to write about "New Age Music," he or she is not discouraged, but rather is guided toward a **thesis question** like, "What Social or Political Issues are Addressed in New Age Music?". The question might even be narrowed down further to specify a certain rock band or a certain issue. If another student likes baseball, he or she might be required to write about the impact of Jackie Robinson breaking the color barrier in professional baseball. As these research papers are usually the first the students will write, they should be enjoyable as well as important. It is worth noting that very few students have submitted frivolous **thesis questions**, and those that have are easily directed toward something more rewarding, yet still in the general area of their interest.

It is no good requiring the students simply to purchase the MLA Handbook ($10.95) and cast them upon the sea of research without guidance. Our **Short Guide** is only 24-pages long, and includes sufficient examples of **short and long quotations, paraphrasing**, instructions on how to compile a list of **Works Cited** (with examples), and how to abbreviate **book publishers.** There is a page about **plagiarism** (which the **Short Guide** helps them to avoid), another concerning the **thesis question proposal**, still another entitled "Frequently Asked Questions" and, of course, the model research paper is included. Not every instructor requires research papers, but those who do require their students to purchase the **Short Guide** for one dollar. It serves them well for their two years at the community college, although certainly those who aspire to transfer should probably purchase the complete **MLA Handbook.**

In fact, writing research papers is especially important for potential transfer students. These papers are hard evidence of their scholarship, and some students include them when they send their applications to four-year schools. Transcripts and letters of recommendation are fine, but they are things all students have. When a student can send along two or three examples of solid research, however, and when those examples are well-written, correctly-formatted papers, his/her chances of acceptance at

a four-year college improve. Indeed, when an instructor writes a letter of recommendation, it is fair and proper to include some mention of the time and effort the student put into producing the research paper.

A few things must be remembered by those who might be interested in composing a **Short Guide**. First, it is wise to create these types of **Guides** in coordination with your English Departments. Some schools continue to lag behind the trend to standardize research papers by using the MLA format and, obviously, if your English Department is teaching a different format you will be working at cross purposes, and confusing the students. By working together, the History and English Departments complement each other. Secondly, it is also wise to create **Short Guides** on a word processor and save the work so that it can be updated as necessary. And finally, as an effort toward ensuring a sort of quality control over the **Short Guide**, we are currently working on a video that will conduct the students through the **Guide** and perhaps reinforce a few key points. The video might explain in further detail the more difficult writing techniques, like paraphrasing, or perhaps provide some extended examples of what does, or does not, constitute plagiarism.

Perhaps the best argument for the **Short Guide** is that the students like it. Initially intimidated by the idea of a college research paper, the students soon find that the **Short Guide**--if written in plain, simple terms--makes the exercise easier, and even enjoyable. Often students actually become excited about seeking information and documenting it and, at the end of the semester, they are gratified to have the project in hand, and experience a sense of accomplishment. In fact, we have observed an unexpected but real enthusiasm for writing these papers. That feeling also rubs off on the instructor who, not unimportantly, finds the process of **grading** well-written papers as gratifying as the students do in writing them.

The HGE Department at Dutchess Community College would be happy to share our **Short Guide** with anyone who might be interested in using it. Simply contact Christopher Robbins or Richard Reitano, the Department Chairman, and we will send you a copy. You may copy, change, edit, or in any way improve upon it.

A RATIONALE FOR GRANTING ACADEMIC CREDIT FOR COLLEGE SUCCESS COURSES

by
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Integration of the student into the life of the college is an essential element in the student retention effort. This idea of a good "fit" seems to be something faculty, counselors, administrators, and researchers agree is important since it seems to be associated with student retention. (Pascarella, et at., 1986; Tinto, 1987) In many schools the issue of retention is an engine for change, a goal that gets us thinking about methods to get us where we want to go.

The question is, how can we, as professionals in higher education, accomplish the goal of a good "fit"; that is, how do we integrate the individual into the college system, and in so doing increase student retention? Do we leave it to chance, or do we take an active part in the process?

One tool for increasing snugness of fit which has been adopted by many schools, and is being considered at many others, is a college survival course. At Westchester Community College (WCC) we call the course "College Success." It is an adaptation of the University 101 course which is offered at the University of South Carolina (USC). With leadership provided by John Gardner, founder of both the University 101 course and the Center for the Study of the Freshman-Year Experience at USC, the creation of courses of this kind has grown into an international movement in higher education, as educators attempt to improve the quality of the freshman-year experience for students.

The rationale for the college success course rests on the premise that the quality of the freshman-year experience can be substantially improved by teaching students methods to be successful.

Success is a phenomenon which has been widely studied by behavioral scientists. Success feels good; they tell us it leads to further successes, so why not teach students what it is and how to achieve it? An appropriate award for students who master the subject matter is the granting of academic credit.

The institution says something about the value of a course when it awards credit, and students are very quick to pick up on that message. If anyone doubts this, attempt to advise a student

to take a remedial course that is non-credit. Most often we will hear, "no credit? No, thank you!" It is also interesting that faculty teaching non-credit courses at many community colleges are paid less than the adjunct rate for credit courses. Is this because non-credit courses are deemed less worthy, or require less student and faculty preparation? If so, is this the message we want to send to students and their parents when we propose a course which should be taken seriously, attended regularly, and allocated time from busy schedules to master a specific body of knowledge? I think not.

The major issue in the debate over whether college survival type courses are worthy of credit should center on course goals and content. The New York State Education Department position on granting credit can be summarized in this way: if the content of a course covers material which is a fundamental part of the New York State High School Equivalency Examination, it must be considered remedial/developmental and will not be approved for credit. Study skills courses are sometimes questioned, but are not by definition automatically judged unworthy of credit. Beyond these restrictions, the definition of what is worthy of credit and how much credit will be awarded is left to the discretion of the institution's faculty and administration. In my opinion, the awarding of credit in any course should be based on content, contract hours, amount of work required by both faculty and students to accomplish course goals, and, in some cases, the credentials of the faculty teaching the course.

Many people employed at institutions which offer this course, for less than three credits, tell me that one or two credits was all their Academics Committee would accept. They agree that diminished credit leads to a diminished course, because the less credit allowed for the course, the less content is included, and less can be expected from the student. There is so much to be taught in a college success course that we need all the time and content we can get.

It is obvious that "no credit" is the kiss of death for this course which is so essential in increasing the probability of student survival! If it has no credit and is not required, students will not register for it. If it is required, but has no credit, it becomes a punitive rather than a positive experience and impairs the very nature of the course experience. If we try to explain to a consumer-oriented student that the course is important, valuable for his/her future, and will require a serious investment of time and effort by both student and professor, but places no credit value on the experience, we face a credibility problem for both student and faculty. If we offer a content-ladened course with serious expectations and offer no credit, we are cheating the student.

Rather than focusing on the issue of credit, why not look at what we are attempting to accomplish. Once we decide on goals, we can then develop content and allocate time to reach them. Let us suppose that we limit our goals to increasing student tendency to persist from the first to the second semester, and from the second to the third semester. The largest portion of attrition in community colleges occurs at these points. (Tinto, 1987)

What should be included in a course designed to help us increase retention during these critical semesters? The following list of typical course materials is not meant to be complete, but merely illustrative. It is content which could be covered within the time limits of a three-credit semester course. Some would consider the list very ambitious.

Knowledge of the Institution, Its Background, Structure, Goals and Outcomes--It is important for students to understand the structure of a complex organization, how they are expected to interact with that structure, the services offered by the organization, and the characteristics of students whose history tells us have successfully negotiated the system.

I find it interesting that students pay very careful attention to discussions about what they are going to get from successful completion of college. I start this discussion with Abraham Maslow, his hierarchy of needs and the concept of self-actualization. Some get the theoretical point, others do no. From here I immediately move to the cold, hard facts of dollars and cents, economic theory, and supply and demand as it relates to employment. The relationship between education, employment and benefits comes through loud and clear.

In short, in our increasingly competitive world economy, college students will be playing in a new and more unforgiving game of survival of the fittest. It is essential for them to understand the game, how it is played, and the incentives for successful play.

Game Theory--Game theory is an important subject since many athletes find their way to success and/or survival courses, and they relate particularly well to the content of game theory, as do most other students. I attempt to have students personalize game theory. In simple terms, I discuss game theory as follows:

1st Decide on the game you want to play.

2nd What are the costs and benefits of game play?

3rd Determine your level of commitment--seriousness will be a function of what the player has to win or lose.

4th Determine the rules, both written and unwritten.

5th Determine how well equipped you are to play the game.

6th Make a decision to play, or walk away. If play, con tinue. If walk away, find something in which you can enjoy success.

7th Develop a game strategy.

8th Apply the rules, written and unwritten, to your behavior.

9th Assess performance on an ongoing basis.

10th Reconsider level of commitment and incentives.

11th Sharpen skills as necessary.

12th Allow for luck, but don't count on it.

Game theory is emphasized in the beginning of the course, because with this foundation course content becomes logical, reasonable, and pertinent.

Values Clarification--It is important for students to determine why they have chosen to play in the college game. Commitment to a course of action, for a finite period of time, will be a function of this kind of critical thinking. Values clarification has received considerable attention in developmental theory, and the literature is filled with techniques to assist students to begin to consider their values in reference to their behavior.

Assessment--In any game, participants should carefully review their possession of, or access to, skills and equipment that the experience of others has shown to be necessary for successful playing of the game. Personal assessment, the appreciation of feedback, and willingness to change their techniques, depending on outcomes, are essential to successful game play.

MBO--Management By Objective--One of Pete Drucker's many contri-butions to management is another critical part of the course. MBO principles can be applied to personal management and provide a valuable tool for playing the college game. I try to show how understanding relationships between success, planning, objec-tives, goals, obstacles, obstacle identification, and feedback become valuable tools of the trade for survival and ultimate success.

Management Of Scarce Resources--Successful people and organiza-tions recognize time as a scarce resource, and as such, one which must be carefully managed. Identification of commitments and allocation of resources is essential to success in many endeav-ors, particularly business, and the business of higher education.

Appreciation and application of time management skills is fundamental to success in the college game. Many students leave college because they failed to manage their time. Money, another scarce resource, needs to be carefully managed. Many students withdraw from school because they failed to manage their finances. Failure in managing resources leads to ultimate failure in school.

Need To Achieve/Achievement Motivation (nAch)--Students can benefit from looking at behavioral research because behavioral scientists have discovered many things about this learned need to achieve, which has a direct bearing on student success. Research demonstrates that people with low needs to achieve can learn to behave like those with a high need to achieve, and when they begin to apply success strategy, they begin to achieve at a higher rate.

The Role Of Control--Behavioral scientists have discovered that the perception of control over life events, resting in the hands of the individual, is a critical factor in both physical and emotional health. Understanding the theory regarding locus of control helps the player take responsibility for his or her own play in the college game. My emphasis is on developing students' independence so that they can see themselves as mature individuals, capable of choice, rather than passive receptors of information.

Health And Wellness--Substance abuse and accidents, particularly automobile accidents, often related to the other, are a major threat to success for college students. Irresponsible use of alcohol, and the inability to deal effectively with the stress of the college experience, is considered by many to be a major cause for failure in the college game.

The threat of sexually-transmitted disease has escalated to death by sex, with the development and spread of AIDS. The Magic Johnson story will continue to unfold, and hopefully will have a positive effect on many people.

These issues are critical and should be directly considered in a college survival course. Disease, disability, and premature death are obvious deterrents to success in any endeavor. Students must recognize that to a large degree they are responsible for and can control what happens to their health.

Learning And Memory--Learning and memory skills are keys to good grades, the measure accepted by many as a highly-significant measure of college success. These skills are based on learning theory which has its basis in abundant research provided by behavioral scientists. Application of theory to practice in the areas of reading, note taking, test taking, and related memory

skills help students to improve their performance in academic courses; in turn, that success enhances their self-esteem.

Communication/Relationships--It is important for students to recognize the value of communication with fellow students, with the faculty, and the institution as a whole, for these provide the basis of effective relationships in their school career. Effective communication is explained by communication theory. Knowledge and application of communication theory can help students become more effective in acquiring communication skills essential to successful play in the college game.

Career Development--Many students come to college with no idea of career goals, or even what a career is. Many come struggling with the question of what are they going to do with the rest of their lives. This course directly addresses that key issue, if in no other way than to consider the concept of a career as a developmental process, one essential step in becoming a thinking, productive human being.

Critical Thinking--Critical Thinking is the "hot subject" at many colleges. If we look at any definition of that subject, this course offers practical lessons in the process of critical thinking. It asks student to ask questions and seek answers; to identify issues in clear and concrete terms; to examine evidence; to analyze assumptions and biases; to avoid emotional reasoning; to avoid oversimplification; to consider alternative explanations; to tolerate uncertainty.

It is clear that the content of courses designed to help students "fit" into the college game is substantive enough to be worthy of credit. The most enthusiastic supporters of this position will be the faculty from the disciplines from which the content comes. Once they are informed about goals, specific objectives leading to the accomplishment of those goals, and the content necessary to accomplish those objectives, they become advocates of the course. This is because survival courses create a win-win situation. The students win because the probability of their success is enhanced. The faculty wins by having more motivated students.

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EDUCATING FOR PEACE: AN EMPOWERMENT APPROACH

by

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My approach to the study of criminal justice moves beyond the crime control and due-process ideologies that predominate in the discipline to an understanding that the criminal justice system was established to contribute to peace.* To do this, I examine the arrangements in which criminal justice and criminal justice education operate. My goal is to move the focus of teaching from a debate about crime control and due-process to a dialogue with students, educators and others that not only focuses on peace, but simultaneously empowers students to collaborate and move to consider alternatives concerning criminal justice issues.

At the core of this approach is an emphasis on the values of justice and dignity as requisities to the survival of the human collective. This redefinition of criminal justice education requires an understanding that freedom, equality, and justice mean not only due process (procedural safeguards) but also a human process involving dignity and personal worth.

The second goal of a peacemaking approach to education is to provide students with an understanding of the context for creating this value system. It requires educators to provide a philosophical, sociological, and anthropological examination of the elements that foster cooperative living. Students can then begin to understand the basis for the concepts of freedom, justice and dignity, and begin to develop a focus on civility--living, loving, caring--and not on violence (an eye for an eye). These values are in many ways opposite to the themes of control and punishment that predominate in criminal justice eduction.

Educators also must assist students in breaking down those aspects of themselves that cause conflict--tools of segregation such as prejudice, competition, power, superiority--and help them realize that we all need each other to be whole, regardless of

*For a fuller discussion of this idea, see Richard Quinney and Harold Pepinsky's newest book Criminology as Peace Making (Bloomington: Indiana University Press, 1991).

how people have been labeled. In the classroom, teachers must also examine whether, by our methods, we are teaching repressive or peaceful means of change. The classroom should be the focal point for the breakdown of authoritarian control over our students, allowing instead for active decentralized participation by students in the learning process. One area I have explored with respect to peace education is the empowerment of students. As a means of moving students towards peace, participation and empowerment, I have experimented with turning the class over to them.

This approach came about when my classes were examining organizational theory (traditional/bureaucratic and human relations) in regards to control, motivation, etc. After the discussion, I asked the students to identify a bureaucratic organization. Their immediate answer was "school." This was when I realized that school had become little more than another authoritarian bureaucracy for them, and it was necessary to give the students back their class and move them from passive to active agents in the educational process--changing the balance of control/power between teacher and student and helping them realize that successful education depends on the collective effort not only the individual effort.

Therefore, the next day I entered the classroom, took a seat, and sat silently. The students' initial reactions to my action ranged from disbelief, nervousness, hostility, laughter, confusion, to the realization they were being empowered to work collectively with me and each other in the pursuit of knowledge.

The results varied from class to class, but with one class some significant behavioral changes occurred. In this class, I walked in, sat silently, and observed the class reaction--nervousness to confusion. But then one of the students said, "I think he wants us to teach the class." All of a sudden, one of the students got out of his chair, moved to the front of the room with his text, opened his book to chapter 5, and said, "What is public management?" Next he told the others what the first thing was he underlined in the text. Other students opened their book and began to underline what the class identified as important points in the chapter. The underlining led to a discussion of the points the author was making in the text. The students started to ask questions such as "Why do we need public management?" "What is a budget?" Other issues they raised examined the need for effective communication, interpersonal relations, the relationship between the superiors and their subordinates, computers, and many more.

What was amazing to me was the number of students who participated in the student-led class. I saw on the faces of some of the students the need to become involved in the discussion and other students, who I had to draw the answers from, freely provided input into the student-centered class. They were

experiencing freedom of participation rather than coercive participation. The fear of the wrong answer was removed because the learning process had gone from right/wrong-correct/incorrect to a cooperation/collaborative learning experience.

Another step I took in the empowerment of students was with respect to their grades. On the syllabus I had identified 15 percent of the grade for participation, attendance, etc. But after the "silent treatment" (as one of my students labeled the prior approach), I changed the grading process concerning this 15 percent by allowing each student to determine both how this 15 percent should be utilized and what the grade itself would be. As a safeguard, I told the students that if they had no idea of what was going on or did not know how to create this portion of their grade, in the end we would rely on the traditional grading method that I provided.

This, at first, was a difficult period for the students because they kept looking for me to tell them what to do. But, if I told them, we were right back where we started in that I remained the authority. Therefore, we would defeat the purpose of transferring the power.

Ultimately, this empowerment project had impact in all of the classes, based on a representative sample of various activities of the students. Some of the students took control of the 15 percent by going to hear speakers at various colleges, attending a conference on the death penalty, and even writing a small paper on the events on their own initiative. At one lecture series that I attended at a nearby college, "Race, Crime and Criminal Justice," I saw between 6 and 10 students from my classes. Another student went to the State Capitol and took the Capitol tour, then came in the next day to discuss the tour with me. Others brought me political cartoons from the editorial pages of various newspapers and other newspaper items relating to our subject matter. Some were in continual discussion with me about what the 15 percent was all about. I told them that the thinking they were doing concerning the 15 percent was worth much because it engaged them in the material as they tried to figure out the assignment.

The last item that I included in this empowerment process involved students in the selection of the textbook for the following semester. I told the students I would bring in some textbooks for them to consider and that they could bring in their own suggestions. (The students relied on my books.) I asked them to rank the books (seven in all) and that I would select from the top two or three. The interesting aspect of this section of the project was that their ranking was different from mine. If I had decided to use two textbooks, the one they liked the best I also would have chosen. But the other text I would have selected they rated the lowest. The reason I selected the

text they rated lowest was to try to keep the cost down. The text they liked the most is an excellent book but was too narrow in its focus concerning the class materials. It would make a good second text. But including it with the other text seemed too expensive. I decided to select one of the books that they rated higher that had a better fit for the course because it covered a wider range of topics, including materials that were in the book they rated the best. The impact of this aspect of the project was somewhat limited because more time was needed so the students could examine the books and think about the contents of the class more fully in their decision-making process. Possibly I erred in judgment by not selecting the text the class liked the most. I want to continue to work with students in selecting the texts, because like other community college faculty, I am frustrated by the number of students who do not complete reading assignments. Involving students may assist me in selecting texts that are more accessible and interesting.

Overall, this empowerment project allowed the students to engage in the values of freedom and democracy by participating in the experiment as active members of a community group rather than passive recipients in a teacher-centered class. It allowed the students to work collectively, thereby developing an understanding of the importance of their relationship with others. It assisted them in meeting educational goals by gaining the assistance and support of their fellow students. It brought students out of their inner, protective, isolated selves to a connection with their peers that created a community in the classroom with a focus on helping each other in the learning process. The empowerment also allowed students to gain self-confidence and worth (students spoke out who never spoke out before) and a sense of educational maturity. Wrong answers as a drawback to discussion were replaced and fear of incorrectness, which leads to an alienation from education (especially for those at-risk students), was reduced. Competitiveness began to give way to a cooperative/collaborative learning (from a monopoly of knowledge to a sharing of knowledge).

I believe that teaching for peace is one way to contribute to a movement in the direction of rebuilding our communities because teaching is connected to the community. As the report of the Commission on the Future of Community Colleges noted:

> "At the center of building community there is teaching. Teaching is the heartbeat of the educational enterprise and, when it is successful, energy is pumped into the community, continuously renewing and revitalizing the institution." (Building Communities, qtd. in Cross 3)

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EXPERIENTIAL LEARNING THROUGH COMMUNITY SERVICE: THE STUDENT LITERACY CORPS

by
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Edmund J. Gleazer, Jr., former president of the American Association of Community and Junior Colleges, has noted the "natural" emergence of the community college as a center for "service-learning" for students acquiring both credits and valuable learning experiences through participation in volunteer activities. He argues that the community college is especially well suited for the merger of service and learning:

> The community college is a community agency that can . . . act as an umbrella organization for all the social agencies in the area. . . . The facilities. . . are supported by public funds and are for the use of the community. . . . Faculties of community colleges are active citizens of the community, interested in its well being. . . . The students are citizens of the community and personally aware of its needs. (161)

With a wide variety of community-oriented programs, Westchester Community College (WCC) is a good illustration of Gleazer's point. One program that provides an opportunity for service-learning at WCC is the Student Literacy Corps.

The Program

WCC is one of some 200 colleges chosen by the U.S. Department of Education to participate in the Student Literacy Corps (SLC), an initiative designed to address the critical problem of illiteracy in this country. WCC's participation in the program began in late 1989 as a collaboration with Literacy Volunteers of Westchester County and the Westchester Community Opportunity Program, which operates twenty-four Head Start centers for economically disadvantaged people throughout the county. Despite its popular image of suburban affluence, Westchester is in fact quite diverse culturally and economically. It contains several cities (including Yonkers, the state's sixth largest) with minority populations ranging from thirty to fifty percent. It has the largest per capita homeless population of any county in the nation and has over 90,000 functionally-illiterate adults.

In the four semesters from Spring 1990 through Fall 1991, ninety-two students participated in the SLC. They represented

the full range of ethnic and cultural diversity within the county. Each of them enrolled in a three-credit seminar that focuses on family literacy. During the first six weeks, students are trained to tutor adults learning English as a second language. Each student is then paired with an adult, who becomes that student's tutee for the semester. The tutees are usually parents of children enrolled in preschool programs, and tutor and tutee generally meet in Head Start centers or community libraries. While the students are tutoring, they attend the seminar for an hour a week to solve any problems that arise, report on their tutoring experiences, process what they are learning, and relate it to background readings.

The seminar (usually two sections per term) is conducted by two members of the English Department: Dr. William Costanzo, a veteran member of the WCC faculty, and myself. For us this program represents an exciting opportunity to explore literacy and second-language acquisition and to develop an alternative learning format. Teaching in a community college, we have come to recognize that our students respond enthusiastically to opportunities for experiential learning and that we enjoy the opportunity for more personal, less-formal interactions with them and their learning activities. The SLC benefits all the participants: the agency and institutional sponsors, the community residents who are tutored, the seminar faculty, and the student tutors. In this article, I tend to focus on benefits to the students tutors and on the particular value of experiential learning through community service.

Experiential Learning

Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching, has written that "the problems of our schools are inextricably tied to this larger problem--the feeling on the part of many of our youth that they are isolated, unconnected to the larger world outside their classrooms." (99) Boyer advocates service-learning to counter this sense of disconnectedness. In fact, as SLC students discuss their tutoring experiences at seminar meetings, they often make concrete and powerful connections between classroom and community and between their roles as students and their roles as citizens. Such connections are also apparent when they document their achievements in a Learning Journal submitted at the end of the term.

The Learning Journal provides students an opportunity to reflect on what they have done, highlight their most-significant observations, and demonstrate what they have learned from both their training as tutors and their field experience. In reading these journals, Dr. Costanzo and I see repeated instances of students gaining insights about themselves, other cultures, the experiences of immigrants in the United States, and the process of language acquisition. These insights have convinced us that

the SLC provides important opportunities for learning not usually available through classroom-based instruction.

Learning About Themselves

Service-learning programs like the SLC can place students in the role of expert, a role usually reserved in classrooms for the teacher. In our program, students are quickly and intensively trained in methods of tutoring adults in English as a second language. When they begin to tutor, they draw not only on the methods they learn in the seminar but on their previous knowledge of the English language and American culture. By becoming aware of how much they already know and its value to the immigrants whom they tutor, many students find the SLC to be a crash course in self-esteem, and the Learning Journals frequently contain comments like the following:

> Michelle: "If you have an ability or are able to do something well, you have an obligation to share it with someone else."
>
> Judy: "Being useful and having a purpose in life can do wonders for raising my self-esteem."

The SLC gives students a chance to find creative ways to make their knowledge accessible to people who need and want it. Peter, for example, wrote:

> When I started the class, I was insecure and fearful. Now I'm confident. I've taken the bull by the horns. In our first few sessions I was fearful to improvise and easily discouraged when Olga (his tutee) was unresponsive to parts of my lesson plans. Now if something doesn't work, I try something else.

Many SLC participants discover that they have attitudes and abilities such as empathy, tact, patience, sensitivity, and creativity that make them good tutors and can serve them well in their careers and personal lives.

Learning About Other Cultures

SLC students tutor adults from every part of the world. In Spring 1991, for example, students in one section tutored people from Chad, Puerto Rico, Brazil, Ecuador, El Salvador, and Venezuela. In the process the students learned a great deal about the native countries and cultures of their tutees.

Susan, for example, discovered "snake boat" racing, a south Indian sport at which her tutee, Xavier, had become locally famous before he emigrated to the United States. Eileen taught English to Tatsuyo, while Tatsuyo taught her about Japanese

culture by translating from popular Japanese magazines. In her Learning Journal, JoAnn described a dinner she shared with her tutee, Senobia, in a Colombian restaurant in White Plains:

> We both had a marvelous time. I learned a lot about her culture that day. I really enjoyed the food. I had a wonderful meatball soup; on the side I had fried banana and rice with herbs and beans. The waitress made me a special drink from raspberries and milk. We both had a small, round, white cornmeal patty. She told me that for breakfast they had a large patty and for lunch and dinner they had a small one. It reminded me of farina that was shaped into a patty and roasted. They also had Colombian arts and crafts hanging on the walls. Senobia explained everything to me in English. When we left the restaurant, I thanked Senobia for the wonderful lesson. She told everyone in Spanish that I was her teacher. In her culture teachers are highly respected.

JoAnn's account of her dinner with Senobia is an example of cross-cultural learning of a very different sort from what is found in textbooks and courses on cultural diversity. What such learning lacks in systematic presentation is compensated for by significant personal connections to people from other countries and cultures. Moreover, weekly seminar meetings allow the insights gained through these connections to be shared among the entire class.

Learning about the Experiences of Immigrants

SLC participants learn not only about their tutees' native cultures but about their experiences coming to the United States. Among other things, they discover the many kinds of foreign visitors and immigrants who want to learn English: from Tatsuyo, the wife of a Japanese engineer temporarily residing in Westchester while he completes a contract for IBM; to Mrs. D, who fled with her husband from the threats of a Salvadoran death squad; to Luis, driven by grinding poverty in Ecuador to teach the U.S. by any available means.

SLC students also learn about their tutees' lives in this country, including such harsh realities as the prejudice often directed at immigrants. Maureen described what happened to Raul, a 38-year old mason from Ecuador:

> His family has no medical coverage, so he applied to Social Services--many times. He said he was reluctant to go back because the last time he was there the woman told him, "Don't come back here until you speak perfect English."

Kim's Learning Journal recounted this story:

> One day Mrs. H was in the bank waiting on line to be helped. An old woman who was standing behind her blatantly stated she would like to get in front of Mrs. H. When Mrs. H. asked why, the woman said because you're not an American, and I have the right to stand in front of any Spanish person.

Along with such incidents of overt prejudice come accounts of immigrants who find themselves embarrassed, excluded, or otherwise limited by their unfamiliarity with English. The Learning Journals include stories of competent, sometimes highly-educated individuals who cannot participate fully in this society because they do not speak or are not literate in the mainstream language: people who cannot drive because they cannot read road signs, who hesitate to answer the phone, who cannot describe their symptoms to a doctor, who cannot communicate with their children's teachers, who are unable to continue their original careers as engineers, teachers, nurses, electricians, or plumbers. Kim spoke for many of her classmates when she described what she had learned from working with her tutee, Mrs. H.: "She has taught me that this world isn't as pretty as I would like it to be."

Learning about Language Acquisition

To become effective tutors, SLC students must learn to view our language and culture through the eyes of newcomers. As a result, they usually become more self-aware as language users, learners, and teachers. Marcelle put it this way: "All my life, I have spoken this language, but I never thought about the process of speaking English."

The tutors discover such things as the difference between language as it is learned in the controlled situation of the classroom and language as it is actually used. After Eileen and Tatsuyo had lunch and discovered that Tatsuyo could not understand the waitress, who "spoke a mile a minute," they agreed that Eileen would speak very fast to help Tatsuyo improve her listening comprehension.

They discover how much everyday American English is composed of idioms, and much time is spent learning expressions such as "chew the fat," "pay through the nose," and "a piece of cake."

They learn about the unevenness of language acquisition in natural settings. They may tutor someone like Nuhad, whom Michelle described as "very book smart; she could read and understand almost anything in books and on paper, but ask here something and she became confused and lost." Or they may tutor

someone like Hussein, who can converse somewhat in English but is illiterate not only in English but in his native Arabic.

In the course of tutoring, the SLC students reinvent for themselves a variety of known approaches to language learning. Teachers who believe that "Repetition is the mother of learning" would be proud of Ruth's work with Manual, who "was having trouble with the present, past, and future tense." Ruth developed "a dialogue using pennies to show the verb 'to count' in the three tenses. We kept practicing it over and over. Finally, he counted correctly in all three tenses." Teachers who believe that language learning is essentially a process of language awareness would approve of Laura's approach:

> Diana kept a notebook of vocabulary words with my definitions and a few Spanish equivalents. One of the words was "awe." Diana couldn't understand it. I asked her if she was Catholic. . . . I asked her how she would feel if Mary had appeared to her. The answer showed on her face. This time she didn't need a Spanish word or definition; all she needed was an emotion.

Diana's insight into the meaning of "awe" and Laura's intuitive grasp of how to lead her to that insight might in fact be taken to represent the many instances of experiential learning--powerful and lasting learning in most cases--made available to participants in a community service program such as the Student Literacy Corps.

Outcomes

The SLC seminar has had many positive outcomes. Three institutions have collaborated to improve learning opportunities for residents of Westchester. Ninety-two county residents have improved their grasp of spoken and written English. Ninety-two WCC students have had a unique opportunity to direct their own learning and put their knowledge at the service of people who can profit from it. Many of the students have continued working with their tutees after satisfying their course obligations. Some students have gone on to tutor in other settings such as the college's Writing Center. Many have discovered or confirmed an interest in becoming teachers or human services professionals as a result of their experiences in the seminar. As the Department of Education grant expired in December 1991, the seminar faculty worked to integrate this course into the curriculum of the college without outside funding. Successful institutionalization will mean that this form of experiential learning will remain available, perhaps on an even larger scale, to our students.

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I thank my colleagues Dr. William Costanzo of the Department of English and Dr. Margaret Olson, Director of Special Student Services, for their assistance with this article.

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Rosanne Kalick is Professor and Chair of the Library Department at Westchester Community College. She has a B.A. and M.A. from Brooklyn College and an M.L.S. from Pratt Institute. Professor Kalick started as an adjunct librarian at WCC in 1970. Prior to that she was an English teacher in New York City. She has been active in numerous library organizations, including WALDO (Westchester Academic Library Directors' Organization) and the Westchester Library Association. She is now a member of the Board of Trustees of METRO (New York Metropolitan Reference and Research Library Agency). Professor Kalick has received the Chancellor's Award for Excellence in Librarianship.

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Douglas Kenny is currently an Associate Professor in the Reading and Study Skills Department at Westchester Community College. He also serves as chairperson for the Individual Studies curriculum. This Fall he was elected for a two-year term as Vice President of the WCC Faculty Senate. Dr. Kenny holds the Associate of Arts, Bachelor of Science, and Master of Education degrees from the University of Florida. His Ph.D. was earned at New York University. In 1987 he initiated the "College Success" course at WCC and currently served as coordinator of that course. This past year he received the SUNY Chancellor's Award for Excellence in Teaching.

Robbins
Christopher Robbins earned his Ph.D. in British History from the University of Maryland. His first book, entitled The Earl of Wharton and Whig Party Politics, 1679-1715, will be published in March, 1992. He is "emigrating" to American history and will teach a new course, entitled American Civilization: The Social and Cultural History of America, beginning in the Fall, 1992 semester. He is particularly interested in teaching students how to research and to write papers based upon that research.

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Walsh
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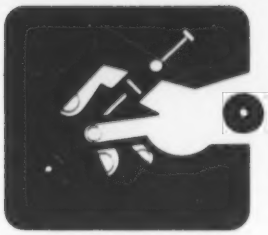

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State University of New York community college educators are invited to submit articles for inclusion in **Colleague**, an annual collection of articles on teaching and administration at community colleges. The publication is cosponsored by the Association of Presidents of SUNY Community Colleges, the SUNY Faculty Council of Community Colleges, and the University's Central Administration Office of Community Colleges.

SUBJECT: Analysis, problem solving, interpretation, research or reporting concerning philosophy, issues, programs and techniques in teaching and administration at community colleges.

LENGTH: Full-length articles of about 2,000 to 3,000 words and shorter reviews of books or equipment (manuscripts should be typed and double-spaced).

REVIEW OF ARTICLES: Attention will be given to both the subject matter and quality of presentation.

DEADLINE: October 15, 1992

WHERE TO SEND MANUSCRIPTS: Office of Community Colleges, State University of New York, State University Plaza, Albany, New York 12246

PUBLICATION DATE: Winter, 1993

QUESTIONS: Feel free to contact Charles A. Burns, at the above address or telephone (518) 443-5129.

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APR 24 1992